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ABSTRACT

The educational system of Egypt is described, and guidelines are given for the placement of Egyptian students in U.S. colleges and universities. The following chapters are provided: (1) Introduction (history of education, administration, and finance); (2) Basic and Secondary Education (including standard and Al-Azhar schools, technical education and training of primary teachers); (3) University Education (history, administration, faculty, admissions, courses of study, grading, and graduate programs); (4) Other Postsecondary Education (intermediate and higher institutes and other institutions); and (5) Guidelines and Placement Recommendations (selectivity, catalogs, spelling, America & Mideast Education and Training Services Inc., Supreme Council of Universities, Cultural and Education Bureau, and placement recommendations). Appendices provide sample documents for basic and secondary education, undergraduate credentials, graduate credentials, nonuniversity postsecondary institutions, and a list of Egyptian National University Faculties and Institutes, 1984-85. A glossary and index are also provided. Contains 10 references. (KM)

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ARAB REPUBLIC OF EGYPT

Lee Wilcox

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Arab Republic of Egypt

A Study of the Educational System of the Arab Republic of Egypt and a Guide to the Academic Placement of Students in Educational Institutions of the United States

Lee Wilcox

*Vice President for Student Affairs
Rensselaer Polytechnic Institute*

1988

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Preface

Few if any countries can boast the heritage that Egypt can rightfully claim. An unparalleled ancient civilization led the world in virtually every field of endeavor. For approximately 2,000 years, the land of the pharaohs was pre-eminent. Fortunately, much of the evidence of this heritage can still be observed in the tombs, ruins, and museums carefully preserved by Egyptian authorities.

To write a book, however mundane, about a country with such a rich history is a humbling and challenging prospect. Egypt's place in the modern world is also a critical one and it seems very appropriate to update the World Education Series volume on Egypt written by Hans Wagner nearly twenty years ago. Egypt continues to send many students to the United States and the informed evaluation of their academic background is the goal to which this book is directed.

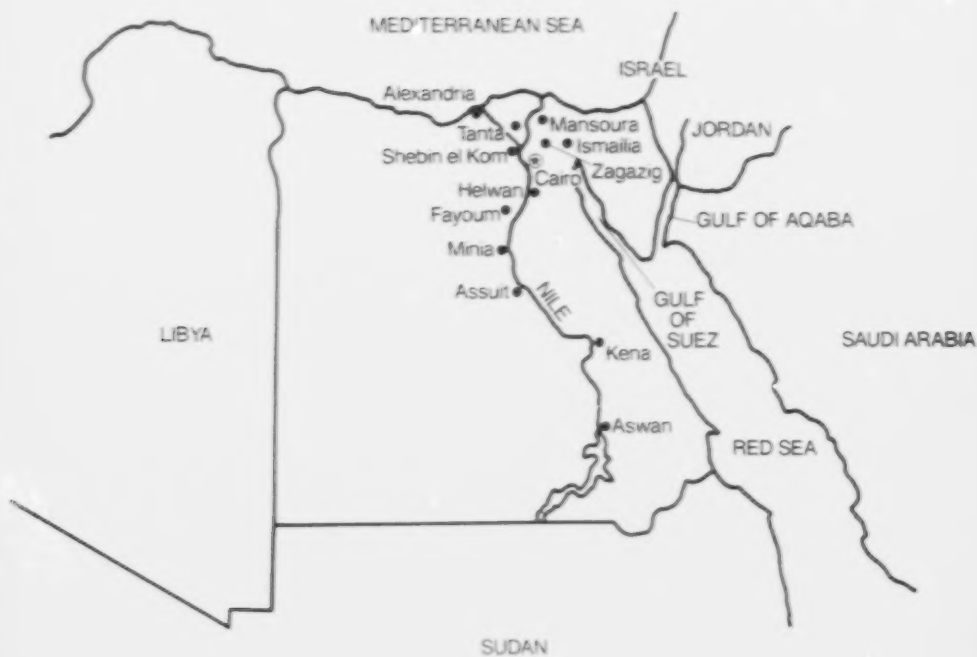
Many have contributed to the process of gathering information about Egyptian education and helping to put it into a form that will be useful to others. In Egypt, Mr. Fawzi Abdel Zaher and Dr. Abdel Meguid El-Sayed of the Ministry of Higher Education and Dr. Ragaei Sherif of the Supreme Council of Universities were especially helpful in providing current information and statistics. Invaluable advice and logistic support were provided by Dr. Ann Radwan of the Fulbright Commission, Kenneth Wimmel of the United States Information Service, and David Mize of AMIDEAST-Cairo.

In the U.S., my monitor and friend, Alan Margolis of Queens College, provided the encouragement, prodding, and manuscript suggestions that kept me on course through this project. Many helpful comments on the manuscript were also received from members of the World Education Series Committee and the National Council on the Evaluation of Foreign Educational Credentials. The editorial skills of Henny Wakefield, AACRAO World Education Series editor, and her able assistant Miranda Knowles, proved extremely valuable in rooting out ambiguity and disorganization. My appreciation goes to Barbara Duffy for her typing and software skills and to Rensselaer doctoral student Sherif El-Far for translation services. Any errors that remain in spite of the efforts of these helpful people are the responsibility of the author.

I would like to dedicate this book to the continued good will and mutual interests of the Arab Republic of Egypt and the United States.

Lee Wilcox
June 1988

ARAB REPUBLIC OF EGYPT



Chapter I

Introduction

Official Name: Arab Republic of Egypt (El-Gumhuriya Misr el-Arabiya). Between 1958-71, known as the United Arab Republic.

Area: 386,660 square miles; 1,001,449 square kilometers. Slightly larger than California, Nevada, and Arizona combined.

Capital: Cairo.

Population: 52 million (1987 estimate), including approximately 12 million in Cairo. Over 96% of the population live on 4% of the land area along the Nile and in the Nile Delta.

Geography: The four regions are 1) Nile Valley, including the Delta; 2) Western (Libyan) Desert; 3) Eastern (Arabian) Desert; and 4) Sinai Peninsula.

Religion: Approximately 90% Sunni Moslem, 10% Coptic Christian.

Language: Arabic is the official language. English and French are widely understood.

Government: Presidential republic. Constitution adopted in 1971. President serves six-year term. Bicameral legislature, Peoples Assembly and Shura Council.

Political Divisions: 25 governorates, each headed by a governor.

Economy: Agriculture accounts for 50% of the work force, 30% of the gross national product and 75% of exports, exclusive of oil. Main sources of foreign currency are oil exports, Egyptian expatriate savings, the Suez Canal, and tourism.

Selected Historical Events and Periods:

B.C.

2700—2100 Old Kingdom (3rd through 6th Dynasties)

2100—2000 First Intermediate Period (7th through 10th Dynasties)

2000—1650 Middle Kingdom (11th through 14th Dynasties)

1650—1550 Hyksos Period (15th and 16th Dynasties)

1550—700 New Kingdom (18th through 24th Dynasties)

700—332 Late Period (25th through 31st Dynasties)

332—30 Greek Period

30 B.C.—

295 A.D. Roman Period

A.D.

- 395—640 Byzantine Period
- 640—1517 Islamic Period
- 1517—1882 Turkish rule
- 1798—1801 Napoleon invades Egypt.
- 1805—1882 Mohammed Ali and his successors
- 1882—1922 British administration
- 1922 Egyptian independence
- 1922—1952 Kingdom of Egypt. Hereditary constitutional monarchy.
- 1952 King Farouk ousted in revolution; General Mohammed Naguib becomes president.
- 1954 Republic established under Colonel Gamal Abdel Nasser.
- 1956 Nasser nationalizes Suez Canal Company.
- 1958 Egypt and Syria form the United Arab Republic.
- 1961 Syria secedes from the United Arab Republic.
- 1970 Nasser dies and is succeeded by Anwar Sadat. Aswan High Dam is completed.
- 1971 Constitution adopted. Name changed to Arab Republic of Egypt.
- 1972 Russian advisers expelled.
- 1979 Peace treaty with Israel.
- 1981 Sadat assassinated. Hosni Mubarek becomes president.

History of Education

Although little is known about education in ancient Egypt, the achievements of this period in agriculture, the arts, industry, science, and transportation indicate that the generation and transmission of knowledge was at a highly evolved state, especially in relation to the rest of the world. The Greco-Roman period which followed witnessed the establishment of the famous library at Alexandria.

Following the Arab conquest of 640 A.D., study of the Koran and of Islamic tradition, law, and philosophy developed in the mosques. In 970 A.D., the Al-Azhar University was founded at the Al-Azhar Mosque in Cairo and it stands today as the world's most renowned institution for Islamic study. In addition to the studies available at the mosques, folk schools known as *Kuttab*s and libraries known as *Maktabs* also developed for the study of the Koran. The religious system of education dominated until the nineteenth century and the rise to power of Mohammed Ali.

Mohammed Ali, whose ascendance followed the Napoleonic invasion of 1798, recognized the importance of education in the development of Egyptian military, governmental, and scientific leadership. He sent top Egyptian students to European institutions and opened specialized schools in Egypt for training manpower in agriculture, business, and health fields. He also established secular primary schools in every province. Also during the 1800s, a number of private international schools were established by France, Britain,

and other countries as well as by various missionary groups. These schools served their respective nationals living in Egypt as well as elite Egyptians.

The period of British rule, 1882-1922, saw little development of the educational system. Access to both public and private education was severely restricted and secular higher education was virtually nonexistent. It was not until the establishment of the Egyptian University (now Cairo University) in 1908 and the American University in Cairo in 1919 that indigenous higher education became a reality.

In 1922, Egypt became an independent monarchy and promulgated a constitution. Free and compulsory primary schools through grade 4 were provided by the constitution but these schools were essentially terminal. Private primary schools were the avenue to academic secondary and higher education. In 1925, according to Gezi (p. 3), five types of schools were in existence:

1. The *Kuttah* and Al-Azhar, with no fees and offering no foreign languages.
2. Free, compulsory elementary schools, with a simplified curriculum and offering no foreign languages.
3. Elementary and post-elementary teacher training schools, either free or with small fees and offering no foreign languages.
4. Primary, secondary, and higher education institutions, with fees and offering foreign languages.
5. Private schools, such as those of the English, French, American, Greek, and other European groups. Some of these were missionary schools. Each school followed its own curriculum, foreign cultural orientation, and language.

At the postsecondary level, the Egyptian University became the first national (public) university in 1925 and in 1940 changed its name to Fouad I University. New universities were established at Alexandria in 1942 (Farouk I University, now Alexandria University) and at Heliopolis in 1950 (Ibrahim Pasha University, now Ain Shams University).

The 1952 revolution led to major changes in the structure, curriculum, and accessibility of education. A 1953 law extended compulsory education from four to six years and provided for free and uniform primary education. The law organized the educational structure into a six-year primary stage, a three-year preparatory stage, and a three-year secondary stage. In 1958, private schools were brought under the supervision of the Ministry of Education and were required to follow Ministry curricular standards, including the offering of Arabic.

The late 1950s also saw the establishment of a number of two-year and four-year postsecondary institutes offering programs in agricultural, commercial, industrial, and technical areas. These institutions were needed to handle the increased number of students completing secondary education. The Ministry also began the practice of permitting external students to enroll in certain faculties at the universities.

The Al-Azhar educational system of Islamic education was broadened in 1961 to include standard subjects at primary, preparatory, and secondary levels. In addition, Al-Azhar University added nonreligious faculties, including a college for women, to its traditional Islamic faculties. Also in 1961, the Ministry of Higher Education was created to oversee most postsecondary institutions.

In 1962, a far-reaching law was passed that extended free public education from the existing six-year primary school through preparatory, secondary, and higher education to the doctorate level. This provision for free public education through the doctorate has continued in effect to the present and has led to dramatically increased enrollment at all levels.

The pressure for higher education caused by increased numbers of secondary school graduates led to the establishment of regional universities and the addition of new faculties at existing universities. The new universities were Assuit University (1957), Tanta University (1972), Mansoura University (1972), Zagazig University (1974), Helwan University (1975), Minia University (1976), Menoufia University (1976), and Suez Canal University (1976). This period also saw the continued growth and expansion of postsecondary institutes.

In 1981, compulsory education was extended through grade 9 and primary and preparatory education were combined and renamed basic education. Also in 1981, university admission was restricted geographically for the first time. As a result, students were required to attend the university in their region as long as it offered the program of study of their choice. The current structure of Egyptian education is shown in Table 1.1. The number of years for each tertiary-level program is given in parentheses.

Administration

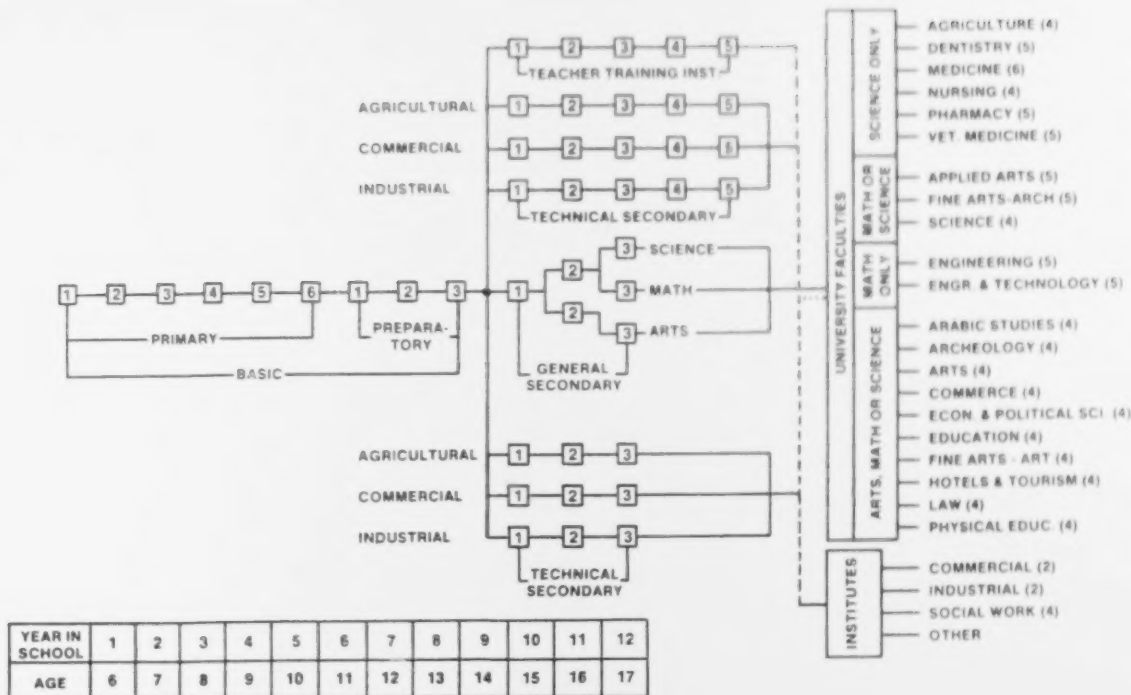
The administration of nearly all education falls under three ministries: the Ministry of Al-Azhar Affairs, the Ministry of Education, and the Ministry of Higher Education. A few highly specialized institutions are under the auspices of other ministries (e.g., the Higher Institute for Theater Arts under the Ministry of Culture).

The Ministry for Al-Azhar Affairs supervises Al-Azhar education at all levels, including Al-Azhar University. The Ministry of Education is responsible for all other public and private schools, including foreign schools, at the preprimary, primary, preparatory, and secondary levels as well as primary teacher training institutes. The Ministry of Higher Education supervises the university system as well as most two-year and four-year institutes. Since its establishment in 1961, the Ministry of Higher Education has sometimes been within the Ministry of Education and sometimes independent of it.

The Ministry of Education is divided into three main sectors, each headed by an Undersecretary of Education.

1. Education Sector, including divisions for basic education, secondary education, and technical education.

Table 1.1. Structure of the Educational System



2. Services Sector, including divisions for central services and educational services.
3. Management Affairs Sector, including divisions for educational statistics, administration, and the secretariat.

According to Ministerial Decree No. 25 (*Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 9-10) in 1985, the Ministry of Education is responsible for the following:

- “1. The investigation and proposal of educational policy in all pre-university, general, and technical education domains, taking into consideration national goals and the general State policy.
2. Working out plans, projects and programmes to implement this policy in view of the country's needs and the scientific developments.
3. Selecting the appropriate methods of spreading education on the largest possible scale and within the limitations of the general plan and the available means.
4. Observing the geographical distribution of the educational services so that all citizens have an equal opportunity in all sectors and so that these services correspond with the needs and circumstances of different environments.
5. Selecting the curricula, textbooks and aids that achieve the goals of education.
6. Achieving the desired balance between the various disciplines so that the student has an integrated knowledge at the end of each stage.
7. Specifying the qualification standards for the teaching staff in each of the general and technical pre-university education stages, and working out plans to reach standards and upgrade them.
8. Maintaining contact with universities, higher institutes, authorities and different State organizations to achieve coordination between their plans and the Ministry's.
9. Devising methods of strengthening relations between the school and the environment and aiming at public service in the community through local consultant councils, parent-teacher associations, school communities, etc.
10. Planning school buildings policy in such a way that guarantees the best possible educational service.
11. Estimating the necessary budget to finance the educational projects and planning the appropriate related policies.
12. Following up the implementation of plans and projects whether in the Ministry, the governorates or the local councils through reports received

by the Ministry and the inspection visits made by the concerned bodies, while taking into consideration the jurisdictions and authorities of the local councils."

Beyond the general policies and guidelines established by the Ministry, implementation is delegated to the 25 governorates, each of which is considered an educational zone or directorate. The responsibilities of the educational directorates were spelled out in Ministerial Decree No. 707 (*Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 14) in 1979 as follows:

- "1. Establishing, equipping and managing schools, with the exception of experimental schools and central in-service training centres, in accordance with the Ministry of Education plan.
2. Specifying school locations and making arrangements for needed expansions.
3. Giving licence for the initiation of private schools in the light of general policy of education, deciding the fees for such schools and the appropriate financial aid to be allowed for each type.
4. Supervising the implementation of curricula and suggesting amendments in accordance with field studies during the implementation stage and the demands of the local environment.
5. Scheduling the school day in accordance with the approved plan.
6. The initiation, equipping and management of school libraries and sports clubs.
7. Specifying dates for beginning summer vacations taking into consideration local circumstances and the duration of the school year that has been agreed upon.
8. The study, preparation and implementation of literacy plans and programmes.
9. Supervising promotion exams in schools held at the times specified by each governorate, provided the latter keeps under control the administration of Basic Certificate exams."

The Director of Education in each governorate is responsible for carrying out these directives as well as supervising the directors of educational administration in the districts and towns within the governorate. At the school level, each institution is headed by a principal (or director in large secondary schools and teacher training institutes) who is assisted by vice-principals, senior teachers, librarians, social workers, and secretarial and other support staff.

At the higher education level, the Ministry of Higher Education has overall responsibility for the universities and postsecondary institutes. However, most of the planning and coordination is carried out by the Supreme Council

of Universities. The Supreme Council is chaired by the Minister of Higher Education and includes the presidents and deputy presidents of each of the Egyptian universities. In general, the responsibilities of the Supreme Council (*Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 20) are as follows:

- "1. Planning the general policy of university education and scientific research and directing it towards meeting the country's needs, while at the same time facilitating the achievement of national, social, economic and scientific goals.
2. Coordination between similar colleges and institutes in the different universities and between the enrollment and examination systems, and the academic degrees.
3. Controlling student admissions to universities and specifying their numbers.
4. Planning the general policy concerning textbooks and lecture-notes and recommending systems related to their production.
5. Devising the general framework of technical, financial and administrative regulations concerning researches and special-type units.
6. Making the executive regulations of universities and the internal regulations of colleges and institutes."

A more complete description of the Supreme Council can be found in Chapter III.

Finance

The central government is responsible for financing all levels of education, which is free from primary school through the doctorate. The government allocates funds to each ministry which further allocates them to the appropriate bodies in the governorates. National expenditures on education, exclusive of Al-Azhar education, are shown in Table 1.2.

Table 1.2. National Education Budget

	1983-84	1984-85	1985-86
Ministry of Education	816.7	938.9	1,177.3
Universities	369.8	515.6	543.2
Other Higher Education	49.9	53.2	54.2
Total	1,236.4	1,507.7	1,774.7
National Budget	13,372.3	15,179.3	16,386.6
% of National Budget	9.2%	9.9%	10.8%

Source: National Centre for Educational Research, Arab Republic of Egypt.

Note: Budget figures are given in millions of Egyptian pounds.

Chapter II

Basic and Secondary Education

Two parallel systems of public education exist in Egypt: the secular system supervised by the Ministry of Education and the Al-Azhar system of Islamic education supervised by the Ministry of Al-Azhar Affairs. The Al-Azhar system enrolls 3%-4% of basic and secondary students. Within the secular system private schools exist at all levels and enroll about 7% of basic and secondary students. The private schools are under Ministry of Education supervision and must follow the curriculum prescribed for the public schools.

Preprimary Education

Kindergarten or nursery school education is supervised by the Ministry of Education but is neither free nor compulsory. Both state-run and private schools are available, especially in the major cities, and enroll students from 2 to 5 years of age. In 1985-86, 128,272 children were enrolled in 3,033 classes, compared to 120,411 students in 2,694 classes in 1984-85 and 96,059 students in 2,130 classes in 1983-84. The government is encouraging the development of additional nursery schools to meet the increased demand.

Basic Education

The term "basic education" was introduced in 1981-82 when compulsory education was extended from six to nine years. It covers the six-year primary stage and the three-year preparatory stage. Separate primary school and preparatory school buildings will continue to exist but new schools being planned will provide all nine years of basic education in a single building. The curricula, examinations, and certificates remain essentially the same as in the previous system.

Primary Education

STANDARD PRIMARY SCHOOLS

Students enter the six-year compulsory primary school stage at age 6. Children under 6 may enter if space permits but in no case may they be less than 5 years 9 months in urban communities or 5 years 6 months in rural communities. Priority in admission is given to older children if space is limited. The primary stage is coeducational.

The school year usually begins about the third week in September and ends in early June. The year is divided into two terms with a 10- to 14-day break in between. The beginning and ending of the school year and the duration of the midyear break may be affected by the date of the fast of Ramadan during the year.

In 1985-86, 1,177,900 students (95.6% of the eligible age group) began grade 1. The comparable percentage was 92.7% in 1984-85 and 91.6% in 1983-84. Total enrollment in primary schools in 1985-86 was 6,002,850 in 136,649 classes, an average of 44 students per class.

The curriculum and textbooks are prescribed by the Ministry of Education. Class periods are 45 minutes long in the first three periods of the day and 40 minutes long thereafter (in recognition of the midday and afternoon temperatures). The primary school curriculum is shown in Table 2.1.

Students are graded on the basis of a final test in each subject, which accounts for 60% of the final grade, and assessments throughout the year, which account for 40%. The final examinations in grades 1, 3, and 5 are developed and administered by the individual school. Final examinations in grades 2 and 4 are developed by the educational directorate. Students must receive 25% of the marks in Arabic and mathematics to be promoted. Those who fail are re-examined in the summer and if they fail again must repeat the year.

The examination at the end of grade 6 is set at the governorate (political subdivision comparable to a state in the United States) level and successful students receive the Primary Education Certificate (*Shehadet Al-Ibtidaiya*). Those who fail are re-examined in the summer and if they fail must repeat the year. A subsequent failure results in placement in a special education program.

Table 2.1. Primary School Curriculum: Periods/Week in Grades 1-6

Subject	Grades:	1	2	3	4	5	6
Arabic		10	10	10	10	9	9
Art Education		2	2	2	2	2	2
Home Economics (girls) or Agricultural Education (boys)		-	-	1	1	-	-
Mathematics		6	6	6	6	6	6
Music Education		2	1	1	1	1	1
Observation of Nature		1	1	-	-	-	-
Physical Education		3	3	3	2	2	2
Practical Drills		-	-	-	-	4	4
Religion		3	3	3	3	3	3
Science & Health		-	2	2	3	4	4
Social Studies		-	-	3	3	3	3
Total		27	28	31	31	34	34

Source: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 1986, p. 52.

OTHER PRIMARY SCHOOLS

In addition to the primary schools described above, a number of special schools geared to particular types of students are also available.

a. One-Classroom or Two-Classroom Schools

Students between 6 and 14 who live in remote areas or who have failed in regular primary schools are assigned to one- or two-classroom schools. These schools are neither subject to the regular curricular requirements nor to school day schedules. Their purpose is to provide learning opportunities for students who have been unable to continue their education in the regular primary schools.

b. Language Schools

Language schools are private foreign schools, often extending through grade 12, that emphasize a particular foreign language. In addition to the regular primary school curriculum as set by the Ministry of Education, students study English, French, or German from grade 1 (or kindergarten if the language school has one). A second foreign language is introduced in the second (preparatory) level of basic education. Normally the medium of instruction in mathematics and science courses is the first foreign language chosen by the school. Language schools tend to be selective and expensive by local standards.

c. Schools for the Handicapped

Most governorates have special schools for students with mental or sensory disabilities. These include schools for the blind, partially sighted, deaf, partially hearing, and mentally retarded.

d. Eight-Year Experimental School

A polytechnic experimental school was established in 1972-73 in Nasr City. It combines the primary and preparatory stages of basic education (usually nine years) into an accelerated eight-year program. Students may transfer out of the experimental school into regular schools but may enter the experimental school only in the first grade. Graduates receive the Basic Education Certificate (see next section) but bypass the Primary Education Certificate. The curriculum emphasizes both theoretical and practical studies and is outlined in Table 2.2.

AL-AZHAR SCHOOLS

Al-Azhar schools, known as institutes, admit Moslem students only and are segregated by sex from the first grade. They follow the same curriculum and syllabus as students in the Ministry of Education schools except for the addi-

Table 2.2. Experimental School Curriculum: Periods/Week in Grades 1-8

Subject	Grades:	1	2	3	4	5	6	7	8
Arabic		12	11	11	10	10	6	6	6
Biology		-	-	-	-	2	2	2	2
Chemistry		-	-	-	-	-	-	3	3
Drawing		1	1	1	1	1	1	1	1
English		-	-	-	-	-	5	5	5
Environmental Studies		1	3	4	4	-	-	-	-
German		-	-	-	-	-	-	3*	3*
History		-	-	-	-	3	3	3	3
Home Economics		-	-	-	-	2	2	2	2*
Mathematics		5	6	6	6	6	6	6	6
Music		1	1	1	1	1	1	1	1
Physical Education		2	2	2	2	2	2	2	2
Physics		-	-	-	-	-	3	3	3
Practical Studies		2	2	2	3	3	3	3	3
Religious Education		<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>
Total		27	29	30	30	33	37	39	37

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 1986, p. 43.

*Optional subject, not included in total periods/week.

tional study of the Koran. The primary stage is six years. Students receive the Al-Azhar Primary Education Certificate (*Shehadet Al-Ibtidaiya Al-Azharia*).

Preparatory Education

STANDARD PREPARATORY SCHOOLS

Preparatory education encompasses grades 7 through 9 and is considered the second stage of basic education. Typically, it is not coeducational. Preparatory education became compulsory in 1981 when all students who successfully completed primary school were required to enroll in grade 7. In 1985-86, essentially all of the nearly 700,000 students who received the Primary Education Certificate were enrolled in grade 7. In grades 7 through 9, approximately 2,135,000 students were enrolled in 51,454 classes in 1985-86, an average of 41.5 students per class.

As at the primary level, curricula and textbooks are prescribed by the Ministry of Education. Students begin the study of a foreign language, usually English, in grade 7 and other subjects are continued from primary school. The preparatory school curriculum is shown in Table 2.3.

Students are examined at regular intervals during the school year and must take a final examination prepared by the educational directorate at the com-

Table 2.3. Preparatory School Curriculum: Periods/Week in Grades 7-9

Subject	Grades:	7	8	9
Arabic		6	6	6
Art Education		1	1	1
Foreign Language (English, French, or German)		5	5	5
Mathematics		5	5	5
Music Education		1	1	1
Physical Education		2	2	2
Practical Drills		5	5	5
Religion		2	2	2
Science & Health		4	4	4
Social Sciences		3	3	3
Total		34	34	34

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85-1985/86, 1986*, p. 53.

pletion of grades 7 and 8. Those who do not obtain the minimum total of marks in any of the subjects must take a re-examination. Students who fail repeatedly are allowed to continue in a special education program that emphasizes practical education.

At the completion of grade 9, all students sit for an examination at the governorate level for the Basic Education Certificate (*Shehadet Al-ladadaiya*). To pass the Basic Education Certificate Examination, students must achieve a minimum score that varies for each subject as well as 50% of the marks for all subjects combined. Those who fail are re-examined and, upon a second failure, must repeat grade 9.

OTHER PREPARATORY SCHOOLS

a. Model Schools

In 1985-86, model schools were started in six governorates. These are public schools that are intended to be closely linked with the community. They have better facilities, employ more progressive teaching techniques, and serve as a training resource for other schools in the area. Candidates for graduation sit for the Basic Education Certificate Examination.

b. Experimental Public Language Schools

As of 1985-86, eight experimental language schools initiated by the Ministry of Education offered instruction through grade 7. A total of 426 students were enrolled. These schools offer a second foreign language in addition to other preparatory subjects. The experimental language schools are public schools and should be distinguished from the language schools previously mentioned which are private and charge tuition. Graduates sit

for the Basic Education Certificate Examination (BECE). The curriculum in the experimental public language schools is shown in Table 2.4.

c. Private Language Schools (See description under "Primary Education".)

d. Special Education Program Schools

Students who fail the grade 6 or grade 7 examination twice are channeled to special education program schools. The regular syllabus is simplified and vocational and practical courses are emphasized. Study at these schools does not lead to the Basic Education Certificate or to further education.

AL-AZHAR SCHOOLS

Al-Azhar preparatory institutes automatically admit Al-Azhar primary school graduates. Students who have completed a general education primary school may be admitted if they pass an oral and a written test on the Koran. The curriculum and syllabus are the same as in the general education schools except for the additional study of the Koran. Students who pass the examination at the completion of preparatory school receive the Al-Azhar Preparatory Education Certificate (*Shehadet Al-Iadadiya Al-Azharia*).

Secondary Education

Secondary education is of three broad types: 1) general or academic, including Al-Azhar, with three-year programs leading to university admission; 2) technical including both three- and five-year programs; and 3) five-year primary

Table 2.4. Experimental Public Language School Curriculum: Periods/Week in Grades 1-9

Subject	Grades:	1	2	3	4	5	6	7	8	9
Arabic		10	10	10	10	9	9	6	6	6
Art		2	2	2	2	2	2	1	1	1
Foreign Language—first		8	8	8	8	8	8	10	10	10
Foreign Language—second		—	—	—	—	—	—	3	3	3
General Knowledge		3	3	6	6	—	—	—	—	—
Mathematics		6	6	6	6	6	6	5	5	5
Music		1	1	1	1	1	1	1	1	1
Physical Education		2	2	2	2	2	2	2	2	2
Practical Studies		—	—	—	—	2	2	3	3	3
Religion		3	3	3	3	3	3	2	2	2
Science		—	—	—	—	4	4	4	4	4
Social Studies		—	—	—	—	3	3	3	3	3
Total		35	35	38	38	40	40	40	40	40

SOURCE: Ministry of Education.

teacher training. Admission to all forms of secondary education requires the Basic Education Certificate (*Shehadet Al-ladadaiya*) or, in the case of Al-Azhar education, the Al-Azhar Preparatory Education Certificate.

The allocation of students to these several categories of secondary education is controlled by the Ministry of Education, according to the country's manpower needs. The policy has been to restrict enrollment growth in the general secondary schools and encourage growth in the technical and teacher education schools. By the year 2000, the goal is to have 70% of secondary students in technical schools, 25% in general schools, and 5% in teacher training schools (current percentages are 61, 35, and 4, respectively). Within the technical sector, enrollment is being encouraged in the industrial and agricultural schools with a de-emphasis on the commercial schools.

In 1985-86, approximately 488,000 students entered secondary education. This represented 92.1% of the students who passed the Basic Education Certificate Examination (BECE) the previous year. In general, students with the highest scores on the BECE choose the general secondary schools. The distribution of new students within the various types of secondary schools for 1985-86 is shown in Table 2.5. Total enrollments and the number of schools and classes for the last three years are shown in Table 2.6.

General Secondary Education

General secondary schools offer a three-year program of preparation for higher education. Admission is open to students with the Basic Education Certificate (*Shehadet Al-ladadaiya*) who are not more than 18 years old. Since the number of students seeking admission to general secondary schools exceeds the places available, admission is competitive and is based solely on the results of the Basic Education Certificate Examination.

The curriculum in the first year is the same for all students. In the second year, students are free to choose between the arts (sometimes translated as

Table 2.5. New Student Enrollments in Secondary Education, 1985-86

Type	Number	Percent
General	173,000	35.4
Technical—Agricultural	38,000	7.8
Commercial	151,200	31.0
Industrial	106,400	21.8
Subtotal	295,600	60.6
Teacher Training	19,400	4.0
Total	488,000	100.00

Source: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 1986, p. 112.

Table 2.6. Number of Schools, Classes, and Students in Secondary Education

Type of School	1983-84	1984-85	1985-86
General			
Schools	594	626	668
Classes	13,223	13,733	14,262
Students—Male	341,753	354,090	355,454
Female	<u>200,474</u>	<u>209,702</u>	<u>213,912</u>
Total Enrollment	542,227	563,792	569,366
General (Al-Azhar)			
Schools	259	274	294
Classes	2,103	2,036	2,061
Students—Male	54,527	49,545	47,453
Female	<u>15,314</u>	<u>13,524</u>	<u>14,034</u>
Total Enrollment	69,841	63,069	61,487
Technical			
Schools	563	598	629
Classes	21,497	22,581	24,353
Students—Male	465,753	487,859	526,283
Female	<u>293,913</u>	<u>314,988</u>	<u>351,116</u>
Total Enrollment	759,666	802,847	877,399
Teacher Training			
Schools	90	94	94
Classes	2,053	2,261	2,490
Students—Male	32,131	33,032	34,113
Female	<u>39,414</u>	<u>44,503</u>	<u>50,474</u>
Total Enrollment	71,545	77,535	84,587

Source: National Centre for Educational Research, Arab Republic of Egypt. *Development of Education in the Arab Republic of Egypt 1984/85-1985/86*, 1986, p. 114.

"literary") section or the science section. In the third year the science students make a further choice between a science major that emphasizes biology or a mathematics major. All students in the third year are entitled to choose Arabic, English, or French as an advanced level subject. This involves an extra period per week and the examination taken at the end of the year can add points to their overall results. The curriculum of the general secondary school is presented in Table 2.7.

In grades 10 and 11, final grades in each subject are based 50% on performance during the school year and 50% on a written final examination. Students must have attended 85% of the classes during the school year in order to sit for the final examinations. Each subject is graded on a scale of 0-100 with 50 being the lowest passing grade.

Table 2.7. General Secondary School Curriculum: Periods/Week in Grades 10-12

Subject	Grade 10	Grade 11		Grade 12		
		Arts	Science	Arts	Science	Math
Arabic	6	7	5	6	5	5
Art	1	1	—	—	—	—
Biology	2	—	3	—	4	—
Chemistry	2	—	3	—	3	3
Civics	1	1	1	1	1	1
Economics	—	1	—	—	—	—
Foreign Language—first	6	7	5	6	5	5
Foreign Language—second	3	5	3	5	3	3
Geography	2	3	—	3	—	—
History	2	3	—	3	—	—
Mathematics	4	—	6-7	—	4-5	8-9
Military Education	3	3	3	2	2	2
Philosophy & Logic	—	—	—	3	—	—
Physical Education	2	2	2	2	2	2
Physics	2	—	3	—	3	3
Practical Studies	1	2	1	2	1	1
Religion	2	2	2	2	2	2
Sociology	—	1	—	—	—	—
Total	39	38	37-38	35	35-36	35-36

At the completion of grade 12, students take the examination for the General Secondary Education Certificate (*Shehadet Thanawiya Amma*). The examination is administered on the national level and students are examined in one subject per day over a 10- to 14-day period in June. The examinations are different for the three curricula—arts, science, and mathematics—and the minimum and maximum marks vary according to the subject. In general, the minimum is from 30%-50% in individual subjects, 40%-50% in broad subject areas (e.g., science), and 50% for the examination as a whole. The name of the curriculum, the specific minimums and maximums for each examination, and the student's actual marks are shown on the General Secondary Education Certificate Examination. Sample certificates are shown in Appendix A. The minimums and maximums for the 1986 examination are shown in Table 2.8.

In addition to the marks earned in the subjects, as shown in Table 2.8, students may earn extra points by taking advanced level examinations in one or two subjects. These examinations are offered in Arabic and English or French. The maximum number of marks is 10 per examination and the lowest passing score is 5. A suggested scale for converting the total percentage results in the General Secondary Education Certificate Examination to U.S. grades is shown in Table 2.9. It is based upon the percentage of students who pass and who are admitted to the various higher education programs (see Tables 3.3 and 3.4).

Table 2.8. Maximum and Minimum Passing Marks for the General Secondary Education Certificate Examination, 1986

Subject	Arts Min./Max.	Science Min./Max.	Math Min./Max.
Arabic	30/60	25/50	25/50
First Foreign Language	18/60	12/40	12/40
Second Foreign Language	12/40	9/30	9/30
Subtotal*	40/100	28/70	28/70
History	12/40	—	—
Geography	12/40	—	—
Subtotal*	32/80	—	—
Philosophy & Logic	—/20	—	—
Psychology	—/20	—	—
Subtotal*	16/40	—	—
Mathematics	—	32/80	64/160
Biology	—	32/80	—
Chemistry	—	18/60	18/60
Physics	—	18/60	18/60
Subtotal*	—	48/120	48/120
Total	140/280	200/400	200/400

SOURCE: Ministry of Education.

*Minimum marks for some subject groups exceed the minimums for individual subjects in that group.

Table 2.9. Suggested Conversion for the General Secondary Education Certificate Examination

Total % Results	Suggested U.S. Grade*
80–100	A
70–79	B
60–69	C
50–59	D
<50	F

*Approved by the National Council on the Evaluation of Foreign Educational Credentials.

The overall results of the 1986 General Secondary Education Certificate Examination are shown in Table 2.10.

Table 2.10. General Secondary Education Certificate Examination Results, 1986

Section	# Examined	# Passed	% Passed
Arts	112,828	71,199	63.1
Mathematics	60,998	45,050	73.9
Science	<u>101,901</u>	<u>71,340</u>	<u>70.0</u>
Total	275,727	187,589	68.0

Source: Ministry of Education.

Al-Azhar Secondary Education

Admission to Al-Azhar secondary schools, known as institutes, requires the Al-Azhar Preparatory Education Certificate. Students must be at least 14 years of age and not more than 25 (males) or 20 (females). The curriculum and syllabus in the Al-Azhar secondary schools are the same as in the general secondary schools except for the additional study of the Koran. As with general secondary schools, the schools are three years in length and offer specializations in arts, math, or science. Graduates take a final examination and those who pass receive the Al-Azhar Secondary Education Certificate (*Shehadet Thanawiya Azharia*) which qualifies them for admission to Al-Azhar University.

Technical Secondary Education

Technical secondary schools may be of three or five years' duration. The three-year technical secondary schools aim to prepare skilled labor for industry, commerce, and agriculture whereas the aim of the five-year technical schools is to prepare a higher level of technically trained personnel. Total enrollment in technical secondary schools now comprises about 61% of all secondary students and is the fastest growing segment of secondary education. Within technical secondary education, commercial schools enroll about 63% of the students, industrial schools about 26%, and agricultural schools about 10%.

Students who wish to be admitted to technical secondary schools must hold the Basic Education Certificate (*Shehadet Al-ladadaiya*) and be less than 18 on October 1 of that year. Typically, students admitted to technical secondary schools are those whose score on the Basic Education Certificate Examination (BECE) did not qualify them for admission to a general secondary school. Students may choose an agricultural, commercial or industrial school. Places are awarded according to BECE results on a space available basis.

THREE-YEAR SCHOOLS

The curricula in all three-year technical schools includes general subjects, professional subjects, and practical drills. The general subjects are Arabic, a

foreign language, mathematics, national education (civics), physical education, religious education, and science, and account for one-third to one-half of the total curriculum. Professional subjects vary with the type of secondary school and the specific program selected as do practical studies and drills.

Industrial secondary schools offer specializations in architecture, auto mechanics, electricity, ornamentation, and textiles. The general education program is common to all specializations and is shown along with the electricity option in Table 2.11.

Agricultural secondary schools offer seven specializations: agricultural mechanization, agricultural processing, animal husbandry, fish production, horticulture, lab assistants, and land reclamation. As an example, the curriculum of the animal production program is shown in Table 2.12.

Commercial secondary schools offer a single program emphasizing accounting and secretarial skills. The commercial curriculum is shown in Table 2.13.

Grades in the first two years of the three-year technical schools are based 40% on assessments throughout the year and 60% on an end-of-year examination in each subject. To be promoted, students must achieve 50% of the maximum marks in each subject. A re-examination is available to students who fail at the first sitting.

Table 2.11. Industrial Secondary School Curriculum, Electricity Option in Periods/Week

Subjects	Year 1	Year 2	Year 3
General Subjects			
Arabic	3	3	3
Foreign Language	3	3	3
General Science	4	2	—
Mathematics	4	2	2
National Education	3	3	—
Physical Education	1	1	1
Religious Education	<u>2</u>	<u>2</u>	<u>2</u>
Subtotal	20	16	11
Professional Subjects			
Industrial Specifications	—	1	2
Technical Drawing	4	4	4
Technical Science	<u>4</u>	<u>5</u>	<u>6</u>
Subtotal	8	10	12
Drills	<u>16</u>	<u>18</u>	<u>21</u>
Total	44	44	44

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85–1985/86, 1986*, p. 56.

Table 2.12. Agricultural Secondary School Curriculum, Animal Husbandry Option in Periods/Week

Subjects	Year 1	Year 2	Year 3
General Subjects			
Arabic	3	3	3
Biology	3	—	—
Foreign Language	3	3	3
General Science	2	—	—
Mathematics	3	—	—
National Education	3	3	—
Physical Education	1	1	1
Religious Education	<u>2</u>	<u>2</u>	<u>2</u>
Subtotal	20	12	9
Professional Subjects			
Agricultural Mechanization	4	4	—
Agricultural Physics & Chemistry	—	3	—
Agricultural Processing	—	3	—
Agriculture Economy	—	1	2
Animal Husbandry	—	4	11
Biology	—	4	—
Bookkeeping	2	—	—
Chemistry of Nutrition	—	—	3
Dairy	—	3	5
Field Crops	8	3	3
Horticulture	6	3	3
Plant Protection	—	—	4
Subtotal	<u>20</u>	<u>28</u>	<u>31</u>
Total	40	40	40

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85–1985/86*, 1986, p. 57.

At the end of the third year, students take a national examination prepared by the Ministry of Education. To be eligible to sit for the exam, they must have attended 80% of the school days in the academic year. The examination covers each subject taught in the third-year curriculum and includes a practical test and an oral test. Students who score 50% or higher are granted the three-year Technical Secondary Education Certificate within their specialty—Agriculture (*Shehadet Thanawiya Zera'iya*), Commerce (*Shehadet Thanawiya Togaraiya*), or Industry (*Shehadet Thanawiya Senaiya*). Students with overall percentage results of 70% or higher may be considered for admission to a higher institute or a university in a faculty appropriate to their secondary program (e.g., commercial graduates may be admitted to a commercial higher institute or a university faculty of commerce).

Table 2.13. Commercial Secondary School Curriculum in Periods/Week

Subjects	Year 1	Year 2	Year 3
General Subjects			
Arabic	7	6	5
Foreign Language	7	6	5
General Science	2	—	—
Mathematics	3	—	—
National Education	3	3	2
Physical Education	1	1	1
Religious Education	<u>2</u>	<u>2</u>	<u>2</u>
Subtotal	25	18	15
Professional Subjects			
Accounting	3	4	3
Basics of Commerce	2	—	—
Basics of Economy	—	2	2
Commercial Mathematics	—	3	3
Government Accounting	—	—	2
Insurance Laws	—	—	2
Secretarial—Arabic	3	3	2
Secretarial—Foreign Language	—	2	2
Statistics	<u>—</u>	<u>—</u>	<u>2</u>
Subtotal	8	14	18
Drills			
Typewriter Maintenance	1	—	—
Typing—Arabic	3	3	2
Typing—Foreign Language	<u>—</u>	<u>2</u>	<u>2</u>
Subtotal	<u>4</u>	<u>5</u>	<u>4</u>
Total	37	37	37

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85–1985/86, 1986*, p. 61.

FIVE-YEAR SCHOOLS

As with the three-year schools, students are required to have the Basic Education Certificate for admission and are admitted to agricultural, commercial or industrial schools according to their preference and their Basic Education Certificate Examination results. Data on the number of students in five-year technical secondary schools were not available although enrollment is much smaller than in the three-year technical secondary schools.

In the first two years, student promotions are based on attendance and assessments throughout the school year. Final exams are not held. In years three and four, end-of-year exams are held and promotion requires a 50% final average. At the end of the fifth year, the Ministry of Education conducts a national examination and successful students receive the Advanced Tech-

nical Education Diploma. Graduates who achieve an average of at least 70% may be considered for admission to a higher institute or university faculty appropriate to their secondary curriculum. An interview and an additional examination may be required. If admitted, students enter the second year of the bachelor's degree program.

Teacher Education—Primary Level

About 4%-5% of basic education graduates enter five-year teacher training institutes. Graduates of these programs are qualified to teach in the first (primary) stage of basic education.

The curriculum in the first three years is of a general academic nature and is followed by all students. In the last two years students choose between an Arabic language/social science track or a mathematics/science track. In addition, a major and a minor emphasis in two of the following areas is required: agricultural education (boys), art education, home economics (girls), music, nursery/kindergarten (girls) and physical education. The courses in the last two years are primarily methods courses. See Table 2.14 for the five-year teacher education curriculum.

Assessment in the first four years is based 40% on academic year performance and 60% on an end-of-year examination. At the end of the fifth year, the Ministry of Education conducts the Teacher Training Institutes' Diploma Examination for students who have passed all their subjects, their teaching practice, and have attended at least 85% of their classes. A Teacher Training Institute Diploma noting the student's specialization is awarded to successful candidates. Graduates may be considered for admission to appropriate university faculties and institutes but do not receive any advanced standing.

The Ministry of Education has decided that primary education teachers should eventually be as qualified as teachers at higher levels and, in 1983, started a program to upgrade their training. The program involves courses over a four-year period offered by the faculties of education of the various universities. Teachers study on their own during the school year and must attend classes for specific subjects during a two-month period each summer at the university.

In 1983-84, 6,000 teachers from the Governorates of Cairo and Giza enrolled in the Faculty of Education of Ain Shams University. In 1984-85, 15,000 teachers were enrolled at eight different universities and in 1985-86, 20,000 teachers were enrolled at 11 universities. Teachers who complete the program successfully receive a certificate attesting to the completion of the program.

Table 2.14. Teacher Training Institute Curriculum in Periods/Week

General Academic Program					
Years 1-3			Years 1-3 (continued)		
Arabic	7		National Education		i
Crafts	2		Physical Education		3
Foreign Language	2		Practical Education		3*
History & Geography	4		Religious Education		3
Mathematics	5		Sciences		5
Music	3		Total		38
Arabic/Social Science Track			Math/Science Track		
Years:	4	& 5	4	& 5	
Arabic	7	7	4	4	
Education	4	4	4	4	
Electives—major	7	7	7	7	
Electives—minor	2	2	2	2	
English	2	2	2	2	
Environmental Service	—	2	—	2	
Hygiene	2	2	2	2	
Mathematics (Education)	—	—	4	4	
Psychology	4	4	4	4	
Religious Education	3	3	2	2	
Science & Health (Education)	—	—	4	4	
Social Studies (Education)	4	4	—	—	
Teaching Practice	4	4	4	4	
Total	39	41	39	41	

SOURCE: National Centre for Educational Research, Arab Republic of Egypt, *Development of Education in the Arab Republic of Egypt 1984/85-1985/86, 1986*, pp. 62-63.

*Four hours in Year 3.

Chapter III

University Education

History

The history of university education in Egypt can be traced back to the founding of Al-Azhar University in Cairo in 970 A.D. Al-Azhar is perhaps the world's oldest university. Established at the beginning of the Fatamid Dynasty, Al-Azhar was, and remains today, the focal point of Islamic learning in the Muslim world. For over 1,000 years it has been the center of learning in subjects related to the Koran, Islamic law, and the Arabic language. These subjects were in fact the only subjects taught until 1961 when secular subjects were officially introduced.

Following the invasion of Egypt by Napoleon in 1798 and the opening of Egyptian society to European influence, the need for university-trained Egyptians was first felt. Mohammed Ali, who ruled Egypt during the first half of the nineteenth century, can be credited with laying the foundation for modern higher education. He sent bright Egyptian students to Europe—mainly France—and established schools in Egypt to train military and government leaders. These included schools of accounting, administration, agriculture, engineering, medicine, pharmacy, translation, and veterinary medicine.

While these schools languished under British rule during the latter part of the nineteenth century, several characteristics were established during this period which would influence Egyptian higher education for many years to come. These were centralization of the administration of education, higher education as preparation for government employment, examinations as a selection device, and higher education mainly for the elite.

The first secular university was established in 1908 by a group of prominent Egyptians with both public and private financial support. It was known as the Egyptian University (now Cairo University) and was essentially free of government control until 1925 when it became the first national university. Initially comprised of the faculties of arts, law, medicine, and science, the university added the faculties of agriculture, commerce, engineering, and veterinary medicine in 1935. In subsequent years, many other faculties and higher institutes were added (see Appendix E). In 1940, the name was changed to Fouad I University and in 1953 to Cairo University.

In 1919, the American University in Cairo (AUC) was founded by U.S. citizens as a private university. AUC began secondary-level instruction in 1920 and university-level courses in 1925. It remains Egypt's only government-recognized private university and, by government protocol, draws at least 75% of its students from Egypt. Most of its educational practices parallel those of U.S. institutions. AUC is fully accredited in the United States by the Middle States Association.

In 1938, branches of Cairo University's faculties of arts and law were opened at Alexandria, and offered the first university programs outside Cairo. These were combined with several new faculties—agriculture, commerce, engineering, medicine, and science—in 1942 to form Farouk I University. The name was changed in 1953 to Alexandria University.

Brahim Pasha University was founded in 1950 in the Heliopolis district of Cairo and initially comprised seven faculties. In 1954, the name was changed to Ain Shams University. Ain Shams is now Egypt's largest secular university.

Following the 1952 Revolution, these three national universities—Cairo, Alexandria, and Ain Shams—and the private American University in Cairo offered the only higher education opportunities in the country. These institutions became unable to meet the enrollment pressure that was created by the rapid increase of secondary school graduates after 1952, the rising expectation and demand for postsecondary education in the new republic and the 1962 law which provided for free education from grade 1 through the doctorate. The higher education system expanded in three ways to meet this pressure: higher institutes were established, new universities were created, and an external study program was adopted.

1. Higher Institutes

Public and later private postsecondary institutions known as higher institutes (*maahaad iali*) were created to educate technical manpower and middle level management. Beginning in the late 1950s, higher institutes were established in such fields as commerce, fine art, home economics, petroleum technology, physical education, social work, technology, and tourism and hotels. Many of these institutes were later incorporated into universities, particularly the University of Helwan. See Chapter IV for additional discussion of tertiary-level institutes.

2. New Universities and Faculties

Beginning with Assuit University in 1957, a series of regional universities was founded, often started around faculties affiliated with an existing university and/or local higher institutes. These include Tanta University (1972), Mansoura University (1972), Zagazig University (1974), Helwan University (1975), Minia University (1976), Menoufia University (1976), and Suez Canal University (1976).

In addition to these new universities, new faculties continued to be added to existing universities, sometimes at the main campus, sometimes in outlying cities. Cairo University, for example, operates faculties of agriculture, education, engineering, and social science at Fayoum, and Assuit University has faculties of education at Aswan, Kena, and Sohag. A complete list of universities, faculties, founding dates, and locations is in Appendix E.

While the national universities expanded, Al-Azhar University also grew, particularly following the 1961 law which authorized the addition of secular

faculties. Al-Azhar now has faculties in the traditional academic areas besides its theological faculties and is Egypt's largest university (approximately 125,000 in 1985).

3. External Students

Beginning in 1954, Egyptian universities have permitted some students to study externally, i.e., to take the regular examinations but not attend class. Thus, students who fail to gain regular admission to a university may be admitted as external students (currently in arts, commerce, and law only), pay appropriate fees, and take the year-end examinations. They enroll in the same courses as regular students but may not attend class. Courses passed by external students are counted toward a degree and a degree earned by an external student is recognized as equivalent to a degree earned by a regular student. External students comprise about 40% of the enrollment in arts, commerce, and law faculties.

There is some mobility between regular and external student status. Regular students who fail and who have exhausted their rights to repeat an academic year may enroll as external students. External students who achieve a final grade of Good in a particular year may enroll as regular students the following year.

Some students enroll as external students because job or family commitments preclude their fulltime attendance. Others enroll as external students because their General Secondary Education Certificate Examination results were below the required score or because of failure at the university. In all cases, external students take the same examinations as regular students without the benefit of class attendance, and credits and degrees thus earned are given equal status in Egypt. External status is not noted on the transcript.

Egypt's current universities, including student enrollment and faculty size, are shown in Table 3.1.

Administration

National Level

General policies and supervision of higher education are the responsibilities of the Ministry of Higher Education, established in 1961. The Ministry of Higher Education is nominally within the Ministry of Education but operates with considerable independence. The Ministry of Al-Azhar Affairs has responsibility for all matters pertaining to Al-Azhar University. While the ultimate legal responsibility for higher education rests with the Ministry of Higher Education, the planning and coordination of the 11 national universities is

Table 3.1. Number of Students and Faculty at Egyptian Universities, 1984-85

University	Enrollment		Total	Faculty	
	Undergraduate	Graduate		FT	PT
Ain Shams	102,400	15,530	117,930	2,040	2,360
Alexandria	77,100	12,310	89,410	2,040	1,940
Assuit	43,700	4,070	47,770	990	1,300
Cairo	96,400	17,330	113,730	3,140	2,840
Helwan	33,000	2,400	35,400	940	1,200
Mansoura	41,400	4,900	46,300	860	910
Menoufia	18,100	810	18,910	300	500
Minia	15,400	1,420	16,820	310	740
Suez Canal	11,100	2,060	13,160	270	500
Tanta	41,900	3,220	45,120	620	1,040
Zagazig	72,000	7,310	79,310	1,110	2,520
Total*	552,500	71,360	623,860	12,620	15,850
Al-Azhar	117,440	7,460	124,860	4,390	combined
American University in Cairo/AUC	2,300	500	2,800	144	85

Source: Supreme Council of Universities.

*Includes external students.

carried out by the Supreme Council of Universities. The Supreme Council, established in 1950, is chaired by the Minister of Higher Education and consists of the presidents and deputy presidents of each of the universities, an additional university representative selected by each university council, five members from outside the universities, and the secretary general of the Council.

In overseeing the national universities, the Supreme Council utilizes a number of special committees:

1. Committees on Sectors of University Studies

These committees exist in 16 disciplinary areas, e.g., agriculture, engineering, medicine, etc., and are composed of the deans of the respective faculties, selected professors from the various disciplines, and outside specialists. They deal with such matters as curriculum, textbooks, examinations, degree requirements, number of students and faculty, and research. Curricular requirements in each disciplinary area are quite consistent among the universities although minor variations are permissible.

2. Committees for the Evaluation of Academic Work

These approximately 160 committees represent the various disciplinary specialties, e.g., archeology, economics, history, mechanical engineering, physics, etc., and are composed of approximately 15 faculty members selected by the various university faculties. They review and approve individual appointments to the positions of assistant professor and professor.

3. Committee for the Equivalence of Academic Degrees

This committee is chaired by the secretary general and includes representatives from each university. It determines the equivalence of academic degrees earned at other, mainly foreign, universities with those awarded by the Egyptian universities. Equivalence with Egyptian degrees is needed for admission to graduate study and for appointment to faculty positions.

4. Committee for University Cultural Relations

This committee deals with relationships and programs between Egyptian universities and universities in other countries, including academic and scientific research. It is chaired by the secretary general and its members are the vice presidents for graduate studies and research of the national universities.

In addition to these committees, the Supreme Council has a permanent staff, or secretariat, to coordinate and carry out the activities and decisions of the committees as well as the administrative and fiscal responsibilities of the Council. The secretariat is housed on the campus of Cairo University.

University Level

Each university is governed by a president and a university council. The president is appointed by the President of Egypt upon nomination by the Minister of Higher Education. University presidents must have held an appointment as professor at one of the Egyptian universities for at least five years. Presidential terms are four years and may be renewed.

Presidents are assisted by two deputy presidents, also appointed by presidential decree upon nomination by the Minister of Higher Education. One is responsible for undergraduate studies and student activities and the other for graduate studies, research, and relations with other universities. An additional deputy president may be appointed if a new branch of the university is established.

The university council is chaired by the president and includes the deputy presidents, deans of the faculties, secretary of the university and four other members with university experience. The council is the governing body of the university and as such is concerned with policies and regulations on such matters as academic programs, research, facilities, admissions, student affairs, budgets, and the granting of degrees and diplomas.

Each faculty and institute of the university is headed by a dean and is governed by a faculty council which consists of the dean, vice deans, department chairmen, and representative faculty. Similarly, each department is headed by a chairman and has a department council consisting of all the professors and assistant professors in the department.

Faculty

Fulltime university faculty must hold the Ph.D. degree or its equivalent. Initial appointment is as a lecturer, comparable to assistant professor in the United States, and has a teaching load of 12 hours per week. Lecturers should have received their bachelor's degree at least six years before their appointment.

Appointment as an assistant professor, comparable to associate professor in the United States, requires a minimum of five years as a lecturer and carries a teaching load of ten hours per week. Appointment as a professor requires a minimum of five years as an assistant professor and carries a normal teaching load of eight hours per week. Assistant professors and professors also supervise research work done by demonstrators and assistant lecturers who are pursuing graduate degrees. Appointment as an assistant professor or professor must be reviewed and approved by the faculty council, the university council and the committee for the evaluation of academic work of the Supreme Council of Universities. Tenure, as it is known in the United States, is not a part of the Egyptian system. Faculty not promoted from lecturer or assistant professor may continue their responsibilities at that level.

Part-time faculty are common at Egyptian universities and in fact outnumber fulltime faculty as is indicated in Table 3.1. Part-time faculty include graduate students who hold the position of demonstrator or assistant lecturer as well as retired faculty members, scholars from industry or government, or fulltime faculty at other universities.

Undergraduate Education

Admissions

The number of students who may be admitted to each faculty of the national universities as well as the higher institutes is determined annually by the Supreme Council of Universities. Each university proposes the number of new students to be enrolled in each faculty according to its faculty and physical resources but the Supreme Council makes the final determination. The Supreme Council also administers the admissions process through a central office in Giza and branch offices at most of the regional universities. Admission to any of the 11 national universities is determined by the final results of the examination for the General Secondary Education Certificate (commonly referred to as *Thanawiya Amma*), the geographic location of the student's home, and the student's preference. Grades earned in secondary school are neither required nor considered in the process except as they determine who is eligible to sit for the *Thanawiya Amma*. The use of a national examination as the basis for university admission grew out of the European influence in the nineteenth century and does not necessarily indicate that secondary school grades are unreliable as an indication of student quality.

Students who pass the *Thanawiya Amma* and wish to be admitted to a university or higher institute submit an application to the admissions coordination office in Giza or one of the branch offices. They may indicate up to 32 preferences for university faculties and/or higher institutes for which their secondary school curriculum (arts, math, or science) qualifies them. In general, students choose the most prestigious faculties for which they are qualified. Places are awarded in each faculty based on the total marks received on the *Thanawiya Amma* and student preferences until the limit for each faculty is reached.

Egyptian students who have completed secondary school abroad also apply to the admissions coordination office. Equivalence of foreign secondary credentials with the *Thanawiya Amma* is determined by a committee within the Ministry of Education. A small percentage of Egyptian students from other countries is admitted each year. For example, in 1987, about 3% of the Egyptian students who completed secondary school in Saudi Arabia were admitted to an Egyptian university.

Foreign students, whether educated in their own country or in Egypt, are also limited to a small percentage of the university admissions, typically about 5%. A special office within the Ministry of Education handles the admission of foreign students.

The faculties that admit students from the various academic secondary school curricula are shown in Table 3.2.

In addition, students graduating from the technical secondary schools may apply to the university faculty appropriate to their curriculum (e.g., commercial graduates to certain faculties of commerce and industrial graduates to certain faculties of engineering). Technical secondary graduates must have obtained at least 70% of the total marks on the Technical Secondary School Certificate Examination (see "Technical Secondary Education, Three-Year Schools" in Chapter II) and pass a supplementary examination. Graduates of the five-year technical schools are considered on a similar basis and, if admitted, are placed in the second year of the university program. Less than 5% of technical school graduates are admitted to a university.

Until 1981, students were not restricted geographically in their choice of universities. Students typically selected the most prestigious faculties (e.g., medicine, engineering) at the most prestigious universities (Cairo, Ain Shams, Alexandria) with the result that the best students in the country tended to enroll at Cairo University followed by Ain Shams and Alexandria. Within each university, the best students tended to enroll in medicine and engineering.

In 1981, student choice was restricted to the university and higher institutes in their geographic region except for faculties not available at their "home" university. Students wishing to study medicine, for example, could apply to the faculty of medicine at the university in their region only. All faculties of medicine in the country now have the same admission standard. This policy has the obvious effect of balancing out student quality at the various universities and, over time, will also tend to improve the reputation of the regional universities.

Table 3.2. Secondary School Curricula Qualifying for Various Faculties

Faculty	Qualifying Secondary Curriculums
Agriculture	Science
Applied Arts/Dar El-Alum	Math, Science
Arabic Studies	Arts, Math, Science
Archeology	Arts, Math, Science
Art Education	Arts, Math, Science
Arts	Arts, Math, Science
Commerce	Arts, Math, Science
Dentistry	Science
Economics & Political Science	Arts, Math, Science
Education	Arts, Math, Science
Engineering	Math
Engineering & Technology	Math
Fine Arts—Architecture	Math, Science
Fine Arts—Art	Arts, Math, Science
Home Economics	Science
Language	Arts, Math, Science
Law	Arts, Math, Science
Mass Communication	Arts, Math, Science
Medicine	Science
Music Education	Arts, Math, Science
Nursing	Science
Pharmacy	Science
Physical Education	Arts, Math, Science
Physiotherapy	Science
Science	Math, Science
Social Service	Arts, Math, Science
Tourism & Hotels	Arts, Math, Science
Veterinary Medicine	Science
Women	Arts, Math, Science

SOURCE: Supreme Council of Universities.

In August following the announcement of the *Thanawiya Amma* results, students apply in stages to the admissions coordination office. Students with the best results are invited to apply first and are admitted to the faculties of their choice as long as places are available. In 1986, this first stage included students who achieved 75% or better on the *Thanawiya Amma*. This was followed by three other stages with results of approximately 60%-75%, 55%-60%, and 50%-55%.

In allocating students to the various faculties, the admissions coordination office uses the marks earned on the *Thanawiya Amma* and establishes thresholds for each faculty so as to select the number of students allocated by the Supreme Council of Universities. Traditionally, the cutoffs are based on the unweighted total of marks received by each candidate. In 1986, for the first time sections of the *Thanawiya Amma* were weighted by doubling the scores

of certain subjects. For example, scores in scientific subjects were doubled for students from the science section applying for dentistry, medicine, pharmacy, science, and veterinary medicine.

Although actual selection is based on these weighted scores, general parlance refers to percentage results, not total or weighted marks. Thus, admission to faculties of medicine in 1986 was generally known to require about 91% and to faculties of agriculture about 70%, with exact cutoff scores and method of weighting administered by the admissions coordination office. The minimum percentages for admission to various faculties are shown in Table 3.3.

Table 3.3. Minimum Percentages on the General Secondary Education Certificate Examination for Admission to Various Faculties, 1986

Faculty	Secondary Track	Science %	Math %	Arts %
Medicine		91	—	—
Engineering		—	85	—
Dentistry		90	—	—
Pharmacy		90	—	—
Mass Communication		90	83	84
Economics & Political Science		89	83	87
Veterinary Medicine		87	—	—
Applied Arts		86	81	—
Science		83	73	—
Hotels & Tourism		79	78	75
Education		—	(70-75)	—
Commerce		73	72	73
Arts		73	71	66
Law		72	70	63
Agriculture		70	—	—

SOURCE: Admissions Coordination Office, Supreme Council of Universities.

The admissions process in 1986 resulted in about 86,000 new students being admitted to the national universities. This figure represented less than a third (31%) of the students who completed secondary school and sat for the *Thanawiya Amma*. Table 3.4 shows the overall results of the secondary to higher education transition in 1986.

Admission to Al-Azhar University requires the completion of the Al-Azhar secondary school and satisfactory results on the final examination (*Thanawiya Azhar*). Students graduating from a general secondary school who wish to be admitted to Al-Azhar University must spend an additional preparatory year at the University studying Arabic and the Koran.

Admission to the American University in Cairo is very competitive and, like the national universities, is based on *Thanawiya Amma* results. In 1986, the minimum percentage for admission was 87% from the arts stream and 89% from the science or math stream.

Table 3.4. Results of the 1986 Admissions Process

	Number	Percent
Passed <i>Thanawiya Amma</i>	187,000	68
Admitted to Universities	(86,000)	(31)
Admitted to Institutes	(67,000)	(24)
Not Admitted	(35,000)	(13)
Failed <i>Thanawiya Amma</i>	89,000	32
Total Attempting <i>Thanawiya Amma</i>	276,000	100

SOURCE: Ministry of Education.

Undergraduate Courses of Study

University faculties admit and enroll their own students, teach their own courses, examine and grade their own students, and award their own degrees. Students enrolled in a particular faculty typically take courses only in that faculty and transfer between faculties is rare. Most faculties are organized into several departments.

There are 27 faculties offering undergraduate degrees within the national universities. A few are unique to a particular university (e.g., Mass Communication at Cairo University) but most are found at several of the universities and in some cases at outlying campuses as well. Table 3.5 lists the faculties, their number, and their total undergraduate enrollment in 1984-85.

The largest faculties—arts, commerce, education, and law—account for two-thirds of all undergraduates at the national universities. Commerce and law also have the most students per faculty, an average of about 10,000-11,000 students compared to an average of about 1,500 at all other faculties. Enrollment in arts, commerce, and law is about 60% regular students and 40% external students. As is evident from Tables 3.3 and 3.5, the largest faculties are the least selective. A complete list of university faculties including their locations and founding dates is in Appendix E.

Undergraduate degree programs in most faculties are of four years' duration. Exceptions to this are programs in the faculties of applied arts, architecture, dentistry, engineering, engineering and technology, pharmacy, and veterinary medicine which are five years in length and the six-year program in the faculty of medicine.

Courses in each faculty are one year long except in agriculture and nursing where the programs are divided into two terms. The academic year begins in late September and lasts for 30 weeks, not counting a two-week midyear vacation. The language of instruction is Arabic in all faculties except dentistry, engineering, medicine, pharmacy, science, and veterinary medicine where English is the predominant language used. Even in these faculties it should not be assumed that students' English proficiency is adequate for fulltime study in the United States.

Table 3.5. Faculties and Undergraduate Enrollments at Egyptian National Universities, 1984-85

Faculty	Number	Undergraduate Enrollment
Agriculture	13	32,131
Applied Arts (Helwan)	1	1,775
Arabic Studies/Dar El-Alum	2	10,065
Archeology (Cairo)	1	934
Art Education (Helwan)	1	1,261
Arts	11	66,819
Commerce	13	145,297
Dentistry	4	3,421
Economics & Political Science (Cairo)	1	1,168
Education	20	75,927
Engineering &/or Technology	14	48,689
Fine Arts	3	2,837
Home Economics (Helwan)	1	1,324
Language (Ain Shams)	1	1,802
Law	8	79,025
Mass Communication (Cairo)	1	1,423
Medicine	11	26,819
Music Education (Helwan)	1	675
Nursing	6	1,436
Pharmacy	6	6,888
Physical Education	8	6,419
Physiotherapy (Cairo)	1	308
Science	17	21,366
Social Service (Helwan)	1	2,529
Tourism & Hotels	2	887
Women (Ain Shams)	1	6,020
Total	149	547,245*

SOURCE: Supreme Council of Universities.

NOTE: Where a faculty is unique to a university, the particular university is noted in parentheses.

*Includes 120,000 external students: 24,000 students in Arts; 63,000 in Commerce; and 33,000 in Law.

Most faculties offer majors in several departments and students are free to choose the department in which they will enroll. Within a department, the curriculum is highly structured with little student choice as to particular courses. Students generally take from six to ten courses per year and spend from 20 to 30 hours per week in lectures, recitations, and laboratories. Transcripts show courses, hours per week and grades in each subject for each year. Copies of sample transcripts are in Appendix C.

Sample curricula showing courses and hours per week from several departments and faculties of Cairo University follow in Tables 3.6-3.9. Due to the central role played by the Supreme Council of Universities, these curricula vary little among the national universities.

Table 3.6. Curriculum in Sociology, Faculty of Arts, Cairo University, 1984

Subject	Hours	Subject	Hours
First Year		Second Year	
Introduction to Sociology	3	Economic Sociology	2
Anthropology	3	Political Sociology	2
Social Structure	2	Social Anthropology	3
Family Sociology	2	Social Service	3
Psychology	2	Research Methods	3
Geography	2	History of Social Thought	2
Arabic	2	Statistics	2
Foreign Language (English, French, or German)	2	Foreign Language	2
Total	18	Total	19
Third Year		Fourth Year	
Bedouin & Rural Sociology	3	Urban Sociology	2
Cultural Anthropology	2	Industrial Sociology	3
Modern Philosophical Theories	2	Social & Development Planning	3
Modern Social Theories	3	Legal Sociology	2
Social Research Methods	2	Crime & Juvenile Delinquency	2
Problems of Egyptian Society	2	Design of Social Research	2
Social Morphology	3	Public Opinion Analysis	2
Social Psychology	2	Social Organizations	2
Foreign Language	2	Foreign Language	2
Total	21	Total	20

Source: *Cairo University Prospectus, 1983-84.*

Table 3.7. Curriculum in Accounting, Faculty of Commerce, Cairo University, 1984

Subject	Lec.	Rec.	Subject	Lec.	Rec.
First Year			Second Year		
Accounting	3	1	Business Accounting	3	1
Production Management	4	1	Marketing & Sales	3	1
Economics	3	-	Economics	3	-
Introduction to Law	2	-	Insurance	2	1
Mathematics	2	1	Management	2	-
Economic Resources	2	-	Mathematics of Finance	2	1
Foreign Language	-	4	Foreign Language	-	4
Introduction to Behavior Science	2	-	Commercial Law	3	-
Totals	18	7	Totals	18	8

Third Year			Fourth Year		
Governmental Accounting	2	1	Accounting Methods	3	1
Cost Accounting	3	1	Management Accounting	3	1
Human Relations	2	1	Cost Accounting	3	1
Purchasing & Inventory Management	2	1	Auditing	2	—
Financial Management	3	1	Tax Accounting	3	1
Auditing	2	—	Project Economics	2	—
Finance & Taxes	3	1	Operations Research	2	1
Statistics	<u>2</u>	<u>1</u>	Accounting of Specialized Organizations	<u>2</u>	<u>1</u>
Totals	19	7	Totals	20	6

Source: Cairo University Prospectus, 1983-84.

Table 3.8. Curriculum in Mechanical Engineering, Faculty of Engineering, Cairo University, 1984

Subject		Rec./ Lec. Lab	Subject		Rec./ Lec. Lab
First Year (All Engineering Departments)			Second Year		
Mathematics	4	2	Mathematics	4	2
Mechanics	2	2	Mechanics	3	1
Physics	4	2	Electrical Engineering & Electronics	1	1
Descriptive Geometry	2	2	Thermodynamics	2	1
Engineering Drawing	—	5	Mechanics of Elasticity	1	1
Chemistry	1	1	Material Technology	2	1
Introduction to Engineering	1	—	Production Technology	2	1
Production Technology	1	1	Machine Drawing	1	3
Foreign Language	—	<u>1</u>	Civil Engineering	<u>1</u>	<u>1</u>
Totals	15	16	Totals	17	12
Third Year			Fourth Year		
Mathematics	2	2	Mathematics	3	1
Electrical Engineering & Electronics	1	1	Heat Engines	2	—
Thermodynamics	2	1	Heat Transfer	2	2
Fluid Mechanics	3	1	Applied Fluid Mechanics	3	2
Structural Mechanics	2	1	Mechanics of Elasticity	2	1
Mechanical System Dynamics	2	1	Production Technology	2	2
Material & Production Technology	2	1	Machine Design	3	2
Design of Machine Elements	<u>2</u>	<u>1</u>	Electrical Engineering & Electronics	<u>2</u>	<u>1</u>
Totals	<u>2</u>	9	Totals	19	11
	16				

continued

Fifth Year					
Steam Engineering	2	1	Automatic Control	2	1
Combustion Engines	2	1	Supplementary Courses	4	2
Applied Fluid Mechanics	3	2	Project	<u>4</u>	<u>2</u>
Mechanical Vibration	2	1	Totals	19	10

SOURCE: *Cairo University Prospectus, 1983-84.*

NOTE: The First Year of the engineering curriculum is usually called the Preparatory Year. In this case, the Second Year is called the First Year, the Third Year is called the Second Year, and so on.

Table 3.9. Curriculum in Chemistry, Faculty of Science, Cairo University, 1984

Subject	Lect.	Lab	Rec.	Subject	Lect.	Lab	Rec.
First Year				Second Year			
Chemistry	4	6	—	Physical Chemistry	2	3	—
Physics	3	4	—	Inorganic & Analytical Chemistry	3	3	—
Mathematics	3	—	4	Organic Chemistry	3	4	—
Biology	2	4	—	Physics	3	4	—
English	<u>1</u>	—	—	Mathematics	2	—	2
Totals	13	14	4	Geology	1	2	—
				English	<u>1</u>	—	—
				Totals	15	16	2
Third Year				Fourth Year			
Physical Chemistry	3	3	—	Physical Chemistry	3	7	—
Inorganic Chemistry	2	3	—	Inorganic & Analytical Chemistry	3	2	—
Analytical Chemistry	2	3	—	Organ/Bio-organic Chemistry	6	7	—
Organic Chemistry	3	3	—	Research	2	—	—
Physics	2	4	—	Foreign Language	<u>1</u>	—	—
Mathematics	2	—	—	Totals	15	16	—
Foreign Language	<u>1</u>	—	—				
Totals	15	16	—				

SOURCE: *Cairo University Prospectus, 1983-84.*

Grading System

University grades are awarded in each subject at the end of the year. They are often based on the final examination alone but sometimes, as in engineering, on a combination of examinations during the year, research projects, papers, laboratories, and a final examination. In these cases, the final examination counts for at least half of the final grade.

The grading scale is the same at all the national universities. Both a percentage scale and verbal equivalent are used for each course. The scale and

verbal equivalents are shown in Table 3.10 together with suggested U.S. equivalents approved by the National Council on the Evaluation of Foreign Educational Credentials.

The percentage grade earned in each course is computed by the faculty member teaching the course and is recorded in department records. However, it is not reported to the student nor recorded on the university transcript. Rather, the descriptive grade appropriate to the percentage is recorded. In addition to the grade in each course, a grade for the year is also recorded on the transcript. This is variously called "general grade" or "general appreciation" or "final grade" and is the verbal grade that is appropriate for the average of the percentage grades in all the courses that year. A yearly grade of Pass is sufficient to allow the student to advance to the next year and to graduate. In some cases, particularly in the final year, the average percentage for the year is also recorded on the transcript.

The final year is the most important in characterizing the student's performance in that the bachelor's degree is awarded with the general grade earned in the final year. This grade is the basis for graduate admission and is sometimes used in employment decisions. Furthermore, graduation with honors is based in part on the general grade in the final year. Students who achieve a final grade of Very Good or Distinction/Excellent graduate with honors if their general grade in each previous year is at least Very Good and they have received no grades below Pass.

Grades at the American University in Cairo are based on the traditional A through F scale used in the United States.

Table 3.10. Egyptian University Grading Scale

Egyptian Percentage	Egyptian Grade	U.S. Equivalent
85-100	Distinction or Excellent	A to A+
75-84	Very Good	B to A-
65-74	Good	C to B-
50-64	Pass	D to C-
35-49	Poor or Weak	F
0-34	Very Poor or Very Weak	F

Undergraduate Degrees

The first degree offered in all faculties of all universities is the bachelor's degree (*bakalorus*). The exact name of the degree depends on the faculty and, in some cases, on the major department within the faculty. Table 3.11 lists some of the most common degrees offered by the various faculties.

Table 3.11. Undergraduate Degrees Offered by Various Faculties

Faculty	Degree Name
Agriculture	Bachelor of Science (B.Sc.) in Agriculture
Arts	Bachelor of Arts (B.A.)
Commerce	Bachelor of Commerce (B. Comm.)
Dar El-Alum	Bachelor of Arts in Arabic Language and Islamic Studies
Dentistry	Bachelor of Dentistry (also Bachelor of Dental Medicine and Surgery)
Education	Bachelor of Arts and Education Bachelor of Science and Education
Engineering	Bachelor of (major department) Engineering
Law	Bachelor of Law
Medicine	Bachelor of Medicine and Surgery (also M.B.Ch.B.)
Nursing	Bachelor of Science (B.Sc.) in Nursing
Pharmacy	Bachelor of Pharmacy
Science	Bachelor of Science (B.Sc.)
Veterinary	
Medicine	Bachelor of Veterinary Medicine (also B.V.M.Sc.)

SOURCE: Supreme Council of Universities.

Graduate Education

Overall responsibility for graduate education, like undergraduate education, rests with the Supreme Council of Universities. The Supreme Council approves the offering of graduate instruction, all graduate curricula, and the various diplomas and degrees. Although admission is determined by each department, the number of students who may be admitted is determined by the Council.

Graduate education is offered at all Egyptian universities and falls into two basic categories: diploma programs and degree programs. Sample graduate-level transcripts are shown in Appendix C.

Diploma Programs

Admission to diploma programs is open to bachelor's degree holders in that field regardless of the grades received as an undergraduate. Diploma programs are not considered within Egypt as equivalent to a graduate degree although in law, where no master's degree is offered, two diplomas are considered equivalent to a master's degree. Diplomas do not require a thesis.

Diploma programs are offered by many faculties and departments and consist of a set of courses in a particular field of study. Most diploma programs require either one or two years of study for completion. At Cairo University, for example, the Faculty of Arts offers two-year diploma programs in anthropology, English, French, and German translation, industrial sociology, and

librarianship, and one-year programs in applied linguistics and applied psychology. The Faculty of Commerce offers two-year programs in accounting, cost accounting, finance, hospital administration, insurance, marketing, national accounting, personnel administration, productivity administration, and public administration. The Faculty of Engineering offers 34 two-year programs in fields such as city planning, electrical circuits, irrigation, and sanitation engineering. Transcripts will indicate the name of the diploma (e.g., Diploma of Higher Studies in [field], Diploma of Graduate Studies in [field], Diploma in [field]).

Degree Programs

MASTER'S

Master's degree (*majiser*) programs are of a minimum two years' duration and require one year of coursework and completion of a thesis. The thesis must be approved by a committee of faculty members.

Admission to master's degree programs is competitive and is based on the quality of the undergraduate record and, in some cases, an interview. A minimum grade of Good in the final undergraduate year is required for consideration. Selection among qualified applicants is similar to selection in undergraduate programs in that engineering and medicine are the most competitive and arts and commerce the least competitive. Unlike admission at the undergraduate level, admission to master's programs is not restricted geographically.

The top students from a particular university admitted to master's degree programs at that university are offered the position of demonstrator. Demonstrators assist faculty members in recitation section and laboratories although in some cases no duties are required beyond fulltime study toward the master's degree.

Transcripts of master's programs show the courses passed during the first year of graduate study but normally do not show a grade for individual courses. The title of the thesis, the degree awarded, the date the degree was awarded, and the final grade earned are shown if the student has completed all the degree requirements. The grading system at the graduate level is the same as that at the undergraduate level. Sample transcripts are shown in Appendix C.

DOCTOR OF PHILOSOPHY

Admission to Ph.D. (*doctor*) programs requires a master's degree with a final grade of at least Good from an Egyptian university or a university approved by the Supreme Council of Universities. The Ph.D. is a research degree that does not require coursework beyond that required in the master's program. No comprehensive exams are involved. The research must cover a period of

at least two years, including at least one year in Egypt, and the topic must be approved by the department, the faculty council, and the university council. The thesis must be defended before a faculty committee. Although the minimum length of time needed to fulfill requirements for the Ph.D. following the master's degree is two years, the average of length of time is three to four years and the maximum is five years. Ph.D. candidates who were demonstrators during their master's study serve as assistant lecturers with teaching duties carried out under the supervision of a faculty member.

The number of students enrolled in diploma, master's and Ph.D. programs at the 11 national universities is shown in Table 3.12. Approximately half these students are in diploma programs, 38% in master's programs, and 12% in Ph.D. programs.

DOCTOR OF SCIENCE

The D.Sc. degree is rare and may be awarded to a candidate who has held a Ph.D. in science for at least five years and who has conducted juried creative research outside the topics covered in master's and Ph.D. theses.

Table 3.12. Graduate Students at Egyptian Universities, 1984-85

Faculty or Institute	Enrollment
African Studies	437
Agriculture	4,794
Applied Arts	128
Archeology	205
Arts	5,916
Commerce	9,823
Dar El-Alum/Arabic Studies	469
Dentistry	694
Economics & Political Science	644
Education	10,087
Engineering	7,301
Fine Arts	242
Home Economics	35
Language	414
Law	10,630
Mass Communication	366
Medical Research	67
Medicine	12,739
Music Education	85
Nursing	237
Pharmacy	774
Physical Education	722
Physiotherapy	147
Public Health	279

Science	4,095
Social Service	102
Statistical Studies	651
Technical Education	104
Tourism & Hotels	95
Tumors	19
Veterinary Medicine	1,744
Women (Girls)	770
Other	167
Total	74,932

SOURCE: Supreme Council of Universities.

Issues

University education in Egypt has grown dramatically in the 35 years since the 1952 Revolution. Exclusive of Al-Azhar University and the American University in Cairo, the national universities have grown from four universities enrolling about 110,000 students in 1968 to 11 universities enrolling about 625,000 students in 1985.

The overcrowding of universities is most often cited by university officials and faculty as the major problem facing Egyptian higher education today. This concern has several aspects:

1. Faculty—The ratio of students to fulltime faculty is about 50:1 within the national universities as a whole.
2. Facilities—While university construction has been nearly continuous, most observers agree that instructional, library, and research space is seriously inadequate for current enrollments.
3. Distribution—Four of the 11 universities (Ain Shams, Alexandria, Cairo, and Zagazig) enroll about 65% of the students.
4. Placement—The Egyptian economy is unable to accommodate the number of university graduates being produced. The guarantee of a government job if a private-sector job is not found is tempered by the approximately five-year backlog in providing such jobs, and the often unproductive jobs available in government offices.

Large enrollments also have pedagogical implications. Large classes tend to promote an emphasis on rote learning and heavy reliance on end-of-year examinations as the principal assessment device. Rigid curricula and educational practices are typically noted as a concomitant factor of high enrollment numbers.

Student pressure for university admission is very high. Nearly all students completing the general secondary school program would enroll if they could, yet less than half are able to do so. Those who do enroll tend to enroll in the most prestigious faculty for which they are eligible, with the result that many students are in faculties that may not be best suited to their abilities and interests.

Library resources and usage were often cited as a concern of Egyptian educators. While data on library holdings were not readily available, the 1983-84 Cairo University catalog lists their holdings in the main library and the various faculty libraries as 889,873. Cairo University's enrollment in 1984 was about 114,000. Of equal concern is the reported low level of library usage by university students.

Chapter IV

Other Postsecondary Education

History

A wide variety of postsecondary institutions exist outside the university system. These institutions, commonly known as institutes (*maahaad*), developed beginning in the late 1950s in response to the enrollment pressure on the universities and the country's need for technically trained personnel. Institutes were established in many specialized fields (e.g., fine arts, home economics, physical therapy, social work, and tourism), and most were under the control and supervision of the Ministry of Higher Education. Institutes offering four-year programs are known as higher institutes (*maahaad iali*) and are private, and those offering two-year programs are known as intermediate institutes (*maahaad motawasid*) and may be public or private.

In 1961, the nine higher institutes enrolled 6,474 students (JCOW 15). By 1974, higher institutes numbered 39 and enrolled 71,526 students (Gezi 16; AFME 39). Also by 1973, the number of two-year intermediate institutes offering programs in commerce and industry had reached 34 with an enrollment of 27,218 (JCOW 13). In 1975, several of the higher institutes were incorporated into the newly founded Helwan University. Other institutes became part of Assuit, Cairo, and Tanta universities. For example, the Higher Institute of Physiotherapy was placed within the Faculty of Medicine at Cairo University but retained its name.

This sector of higher education continued to grow in spite of the transfer of many of the higher institutes into the universities. By 1986, enrollment in the 34 two-year governmental commercial and industrial institutes had grown to 97,847 and enrollments in the 27 private two- and four-year institutes reached 86,202, for a combined enrollment of 184,049 (NCER 118). A 1984 government decree limiting university admissions assured the continuation of this growth since institutes represent the only alternate form of higher education.

Intermediate Institutes

Governmental—Ministry of Higher Education

A system of 34 two-year intermediate institutes is administered by the Ministry of Higher Education. These institutes, commonly called technical institutes

(*maahaad technologiya*), are of two basic types: those offering programs in commercial specializations (*maahaad togaraiya*) and those offering programs in industrial areas (*maahaad senaiya*). All require the successful completion of general or technical secondary school in an appropriate curriculum and the passing of the final examination (*thanawiya*) from that curriculum. In general, these institutes attract students not eligible for university admission. In 1986, General Secondary Education Certificate Examination (*Thanawiya Amma*) results in the 57%-64% range were needed for students to be admitted. Recent enrollments in this sector are shown in Table 4.1.

Table 4.1. Intermediate Institute Enrollments*, 1984-86

	1983-84	1984-85	1985-86
Number of Institutes	31	31	34
Enrollment			
Male	—	57,070	69,192
Female	—	28,560	28,655
Total	65,256	85,630	97,847

Source: National Centre for Educational Research, Arab Republic of Egypt.

*Enrollment distribution is approximately 82% in commercial institutes and 18% in industrial institutes.

The current development plan calls for the establishment of about ten integrated technical institutes that offer both commercial and industrial specializations. The institutes at Aswan and Mataria already are integrated.

The teaching staff at the commercial and industrial institutes is primarily part-time: in the period 1984-86, approximately two-thirds of the 2,000 teachers in these institutes were part-time. During this same period, the ratio of students to fulltime teachers went from 97:1 to 122:1 to 143:1. The Ministry of Higher Education plans to increase the staff of fulltime teachers gradually in the next several years.

COMMERCIAL

In 1985-86, commercial institutes were located in the following 16 sites: Alexandria, Assuit, Aswan, Benha, Beni-Suef, Damanhour, Garden City, Mansoura, Mataria, Port Said, Rhoda, Shebin El-Kom, Shoubra, Sohag, Tanta, and Zagazig. The official name of each school is Technical Commercial Institute (sometimes called Commercial Technical Institute), followed by the name of the location. A total of 14 specializations are offered including accounting, banking, bookkeeping, import/export, insurance, legal studies, secretarial studies, and social security. Each institution typically offers three or four of these specializations. Admission is open to students from the arts, math, or science streams of secondary school.

The curriculum is divided approximately equally between lectures and practical training and consists of 30 to 36 hours per week of instruction. The grading system is on a 100 point scale with 50 as the lowest passing grade as it is in the universities (see Table 3.10). Based on enrollment and graduation rates over the last five years, about 70% of the entering students successfully complete the program and receive a diploma. Although these programs are designed to prepare students for employment in specific occupations, graduates who have achieved at least a 75% average may be considered for admission to the faculty of commerce of the university in their area. Admission depends upon the availability of space and, if granted, is to the second year of the four-year university program. This alternate route to university admission is actually achieved by less than 5% of the commercial institute graduates. A sample transcript and diploma are shown in Appendix D.

INDUSTRIAL

Admission to the technical industrial institutes is open to graduates of the math or science stream of secondary school. In 1985-86, industrial institutes were as follows:

- Technical Chemical Institute—Shoubra
- Technical Industrial Institute—Aswan
- Technical Industrial Institute—Camp Cesar (Alexandria)
- Technical Industrial Institute—El Sahafa St. (Cairo)
- Technical Industrial Institute—Mataria
- Technical Industrial Institute—Nag Hamady
- Technical Industrial Institute—Port Said
- Technical Industrial Institute—Quesna
- Technical Industrial Institute—Shebin El-Kom
- Technical Industrial Institute—Zagazig
- Technical Industrial Institute for Building Materials—Helwan
- Technical Industrial Institute for Electronics—Benha
- Technical Institute for Automobiles—Wady Houf
- Technical Institute for Irrigation and Land Reclamation—Assuit
- Technical Institute for Irrigation and Land Reclamation—Giza
- Technical Institute for Optics—Mounira
- Technical Institute for Television—Dar El Salam
- Technical Institute for Wool, Weaving and Spinning—Embaba

Twenty-eight specializations were offered by these institutes including air conditioning and cooling, automotive, chemical processes, electrical machines, electronics, irrigation and drainage, land reclamation, spinning and weaving, surveying, and television. Each institute offers from one to three of these programs.

As with the commercial institutes, these programs offer a combination of theoretical and practical work. They involve 30 to 36 hours per week of instruction, roughly one-half of which is classroom and one-half laboratory or practical work. As an example, the curriculum in the industrial electronics program is shown in Table 4.2.

Table 4.2. Curriculum in Industrial Electronics

Subject	Lecture	Lab/Workshop	Total
<i>First Year</i>			
Civics	1	—	1
Electrical Workshop	1	2	3
Electronics & Control Procedures	4.5	2	6.5
Electronics & Measures	2	2	4
Elementary Electrical Engineering	2	3	5
Elementary Engineering Drawing	—	4	4
Elementary Mechanical Engineering	1	1	2
English	2	—	2
Mathematics	4	—	4
Technology of Measures	1	1	2
Workshop & Collection Procedures	—	2.5	2.5
Total	18.5	17.5	36
<i>Second Year</i>			
Civics	1	—	1
English	2	—	2
Industrial Electrical & Control Systems	5	3	8
Industrial Organization	2	—	2
Logic & Transfer Circuits	5	3	8
Mathematics	3	—	3
Procedures of Electrical Measurement	4	4	8
Project	—	4	4
Total	22	14	36

SOURCE: Ministry of Higher Education.

The grading system is the same as that used in the universities (see Table 3.10). Based on enrollment and graduation rates over the last five years, approximately 63% of the entering students complete the two-year program and receive a diploma. Graduates who have achieved at least a 75% average may be considered for admission to the faculty of engineering or of engineering and technology at one of the national universities. Admission depends on the availability of space and, if granted, is to the second year of the five-year university program. Less than 5% of the industrial institute graduates achieve university admission.

Governmental—Ministry of Health

Six technical health institutes offering two-year programs in allied health fields are administered by the Ministry of Health. In 1985-86, enrollment at these institutes totalled about 7,500 students. The six institutes and the programs they offer are listed in Table 4.3.

Table 4.3. Programs at Technical Health Institutes

Location	Curricula
Alexandria	Dentistry Technician, Laboratory Technician, Medical Assistant, Medical Registration, Nursing, Radiology Technician
Assuit	Laboratory Technician, Medical Assistant, Radiology Technician
Cairo	Dentistry Technician, Instrument Maintenance, Laboratory Technician, Medical Assistant, Medical Registration, Nursing, Radiology Technician
Mansoura	Laboratory Technician, Medical Assistant, Radiology Technician
Tanta	Laboratory Technician, Medical Assistant, Radiology Technician
Zagazig	Laboratory Technician, Medical Assistant, Radiology Technician

SOURCE: Ministry of Higher Education.

Admission to the nursing program at Cairo (Embaba) and at Alexandria is open to science stream graduates only, as are all programs at Zagazig. All other programs are open to either math or science stream graduates. A sample curriculum in the medical assistants course is shown in Table 4.4.

Table 4.4. Curriculum for Medical Assistants in Hours/Year

Subject	Lect.	Lab	Subject	Lect.	Lab
<i>First Year</i>			<i>Second Year</i>		
Anatomy	36	—	Environmental Health	60	—
Bacteriology	36	28	Food Chemistry	36	28
English (Medical Terms)	28	—	Food Control	70	—
Environmental Health	60	—	Health Education	28	—
Food Chemistry	28	20	Industrial Health	60	—
Food Control	70	—	Legal Medicine	28	—
Insects	48	48	Medical & Bio-Statistics	42	14
Nutrition	40	—	Nutrition	40	—
Parasites	36	28	Preventive & Social Medicine	80	—
Physiology	36	—	Public & Social Relations	14	—
Social Community	14	—			
Total	492	124	Total	458	42

SOURCE: Ministry of Education.

Private

As of 1986-87, eight intermediate institutes under private auspices were in existence. These institutions are under the general supervision of the Ministry of Higher Education but are relatively independent in determining the curriculum and course syllabus. The Ministry approves but does not dictate these matters. Unlike the governmental institutes, these charge tuition of from 40-60 Egyptian pounds per year. Admission to the private intermediate institutes is based on the *Thanawiya Amma* results and is coordinated by the same office that administers admission to the universities. In 1986, the range of percentages on the *Thanawiya Amma* that qualified students for admission to these institutions was 57%-64%.

Programs are offered in two broad areas: social work and secretarial and commercial studies. In 1985-86, approximately 18,000 students were enrolled in the eight private intermediate institutes as shown in Table 4.5.

Table 4.5. Enrollments in Private Intermediate Institutes, 1985-86

Type	Institute/Location	Enrollment
<i>Social Work</i>		
Intermediate Institute for Social Work-Alexandria		1,600
Intermediate Institute for Social Work-Aswan		900
Intermediate Institute for Social Work-Carden City (Cairo)		2,000
	Subtotal	4,500
<i>Commercial and Secretarial</i>		
Management and Secretarial Institute-Garden City		2,100
Management and Secretarial Institute-Heliopolis		4,700
Secretarial Institute-Coptic Girls College		1,500
Secretarial Institute-Ramses College		900
Technical Commercial Institute-Abbasiya		4,000
	Subtotal	13,500
	Total	18,000

Source: Ministry of Higher Education.

These institutes are aimed at preparing graduates for careers in specific occupations. The curricula are very practical and are designed to be terminal in nature. A few of the graduates may be considered for admission to a university or higher institute if they have achieved at least a 75% average and if space is available. For example, recent graduates of the social service institutes with an average of 75% or higher may be considered for admission to one of the six higher institutes for social work. Admission, if granted, is to the second year of the four-year program and is limited to 10% of the enrollment in the second year.

Higher Institutes

Higher institutes offer four-year programs following the general or technical secondary school. All require the General Secondary Education Certificate Examination (*Thanawiya Amma*) or the equivalent for admission. Although under the general supervision of the Ministry of Higher Education and, in some cases, affiliated with other ministries, the 13 higher institutes are private and charge tuition.

Nine of the higher institutes are supervised by the Ministry of Higher Education, including six higher institutes of social work in Alexandria, Aswan, Cairo, Damanhour, Kafr El Sheikh, and Port Said, two higher institutes of agricultural cooperative studies in Assuit and Shoubra, and the Higher Institute of Cooperative and Administrative Studies in Cairo (Mounira). Enrollment at these institutions is shown in Table 4.6.

Table 4.6. Higher Institute Enrollment, 1986-87

Type	Location	Enrollment
Social Work	Alexandria	2,284
	Aswan	1,644
	Cairo	2,030
	Damanhour	1,100
	Kafr El Sheikh	3,660
	Port Said	1,664
Agricultural Cooperative Studies	Assuit	5,592*
	Shoubra	11,238*
Cooperative & Administrative Studies	Cairo (Mounira)	25,690*
Total		54,902

SOURCE: Ministry of Higher Education.

*Includes students on related work assignment.

Four higher institutes are supervised by other ministries: the Kima Institute in Aswan by the Ministry of Industry and the Higher Institute of Theater and Cinema Arts, the Arab Music Arts Institute, and the Ballet Arts Institute, by the Ministry of Culture. The Ministry of Culture also supervises two post-graduate institutes in art criticism and folklore art.

The four-year higher institutes award the bachelor's degree upon completion and the Supreme Council of Universities recognizes these degrees as equivalent to those awarded by the universities. The grading system is the same as that used in the universities (see Table 3.10). A sample transcript is shown in Appendix D.

Other Institutions

Admission to the institutions discussed above is controlled through the national admissions coordination office, programs of study are approved by the Ministry, equivalence of degrees is established by the Supreme Council of Universities, and articulation between the various institutions, including the universities, is established by the Ministry.

Many other schools exist outside the control of the Ministry of Higher Education. Some offer only short courses, others offer programs of several years' duration. Several of the other ministries have training programs in technical and occupational areas. Other schools exist independent of any governmental affiliation.

Information on these institutions is very difficult to obtain, especially in English, although AMIDEAST (America-Mideast Educational & Training Services, Inc.) published a compendium of technical training programs in 1985 that lists many of them (see "Selected References").

Several of these postsecondary institutions are listed below.

1. ARAB MARITIME TRANSPORT ACADEMY, ALEXANDRIA

The Arab Maritime Transport Academy was founded in Alexandria in 1972 under the auspices of the Arab League. It accepts students from the Arab countries and, by special agreement, from several African countries. Enrollment has grown from 733 in 1972-73 to 2,500 in 1983-84.

The Academy offers bachelor's degree programs in marine engineering technology, marine electronics technology, and maritime transport and a variety of short courses for deck officers, marine technicians, radio officers, seaman, and stewards. The three bachelor's programs have been officially recognized by the Supreme Council of Universities as being equivalent to the bachelor's degree given by the Egyptian universities. The bachelor's of engineering degrees in marine engineering technology and marine electronics technology have been recognized as equivalent to the bachelor of engineering degree and the bachelor of science in maritime transport as equivalent to the bachelor of commerce degree.

The Academy operates on a semester system and follows a course, credit hour, and grading system comparable to a U.S. institution. Transcripts are provided in English and are very similar to a transcript from a U.S. college. The A, B, C, D, F grading system was changed in 1986 to an A, A-, B+, B, B-, C+, C, C-, D+, D, F system. A sample transcript is included in Appendix D.

2. MILITARY TECHNICAL COLLEGE, HELIOPOLIS

The Military Technical College is supervised by the Ministry of Defense and offers bachelor's and master's degrees in several engineering fields. The cur-

riculum and grading system are the same as in the national universities and degrees are recognized by the Supreme Council as equivalent to engineering degrees offered by the national universities.

3. NASSER MILITARY ACADEMY, CAIRO

Also supervised by the Ministry of Defense, Nasser Military Academy in Cairo offers courses and programs in various areas of business administration to military officers and civilians in governmental administrative positions. Admission requires at least a bachelor's degree and is based on nomination by the military or the ministry in which the individual is employed. Certificates of completion are awarded to successful students. Degrees are not offered.

4. POLICE ACADEMY, CAIRO

The Police Academy offers a four-year bachelor's in law degree that is recognized by the Supreme Council as equivalent to the law degree offered by the national universities.

5. SADAT ACADEMY FOR MANAGEMENT SCIENCES

The Academy was founded in Maadi as a private institution to offer continuing education in business administration and management areas. It subsequently added degree and postgraduate programs in business fields. In 1987, its degrees were accorded recognition by the Supreme Council of Universities. Thus bachelor's and master's degrees are now recognized as equivalent to those offered by the national universities. In the future it is likely that Sadat Academy will be considered as one of the national universities.

In addition, each of the military branches operates a military academy for training officers in its military specialty. The Air Force Academy in Heliopolis, the Army Academy in Heliopolis, and the Naval Academy in Alexandria all offer a B.Sc. in their respective areas. These degrees are not recognized by the Supreme Council.

Chapter V

Guidelines and Placement Recommendations

Guidelines for U.S. Admissions Officers

Selectivity

The academic stream within the Egyptian educational system is highly selective. About one-third of the eligible students are able to enroll in general (academic) secondary schools and about two-thirds of them graduate. Of these, less than half are admitted to the universities. Thus, only about 10% of the age group is able to be admitted to one of the national universities.

Since selection to secondary schools and universities is based on academic examinations at the governorate or national level, achieving admission to an Egyptian university is a notable accomplishment. Students who are able to be admitted to the universities from outside the normal academic channels (i.e., from technical secondary schools or postsecondary institutes) are also a very select group.

Catalogs

National university catalogs in Arabic are published regularly but catalogs in English are rare. At the time of writing, the most recent catalog in English from Cairo University was published in 1984 and from Alexandria University in 1982. Neither contained all of the information published in the Arabic version. The American University in Cairo publishes a catalog in English annually and the Arab Maritime Transport Academy has published a 1985-88 catalog in English.

Spelling

The spelling of Arabic words transliterated into the Roman alphabet does not follow strict rules. Thus, a word or a name may be spelled in several equally correct ways. For example, the General Secondary Education Certificate Examination may be spelled *Thanawiya Amma* or *Thanawiyeh Amma*. Similarly, the city and university of Mansoura may also be spelled *Mansura*. Minia, a city and a university, may appear as *Menia* or *Minija*. The pronunciation is identical in these cases even though the spelling varies.

AMIDEAST

AMIDEAST (America-Mideast Educational & Training Services, Inc.) operates an office in Cairo to assist Egyptian students who wish to study in the United States. The staff provides counseling and testing services and has an extensive library of catalogs and other resource materials related to study in the United States. Students seeking information and guidance on admission, financial aid, English language training and other aspects of U.S. study should be referred to the AMIDEAST office at the address shown below. Admissions officers seeking information about Egyptian education may also wish to write to AMIDEAST in Cairo or to their main office in Washington, D.C.

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Washington, D.C. 20036

Supreme Council of Universities

One of the functions of the Supreme Council of Universities (see Chapter III) is the establishment of the equivalence of academic degrees earned outside the national universities with those awarded by the national universities. Postsecondary institutions within Egypt that wish to have their academic programs recognized as equivalent to those at Egyptian universities must petition the Supreme Council for such recognition.

Admissions officers with questions about credentials from Egyptian institutions outside the university system may wish to write to the Supreme Council for information on their recognition.

Supreme Council of Universities
Cairo University
Giza, Cairo
Arab Republic of Egypt

Cultural and Education Bureau

The Embassy of the Arab Republic of Egypt maintains an office in Washington, D.C. to oversee the welfare of Egyptian students at U.S. educational institutions. The professional staff are knowledgeable about all aspects of Egyptian education and welcome inquiries from U.S. admissions officers.

Embassy of the Arab Republic of Egypt
Cultural and Educational Bureau
2200 Kalarama Road, N.W.
Washington, D.C. 20008
(202) 265-6400

THE ROLE OF THE NATIONAL COUNCIL ON THE EVALUATION OF FOREIGN EDUCATIONAL CREDENTIALS

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: "... may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation "... may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendations does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. When the phrase "may be considered for undergraduate admission based upon a careful review of the syllabus" is used, it implies that many of the courses in the program may not be appropriate for transfer credit in a U.S. bachelor's degree program. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

Placement Recommendations

Credential	Entrance Requirements	Length of Study	Gives Access in Country to	Placement Recommendations
A. Basic and Secondary Education				
1. Basic Education Certificate/ <i>Shehadet Al-ladadiya</i> (previously Preparatory Certificate) (pp. 9-14)	Primary Education Certificate/ <i>Shehadet Al-lbtidaiya</i>	3 years	secondary education	May be placed in grade 10.
2. Al-Azhar Preparatory Education Certificate/ <i>Shehadet Al-ladadiya Al-Azharia</i> (p. 14)	Al-Azhar Primary Education Certificate/ <i>Shehadet Al-lbtidaiya Al-Azharia</i>	3 years	Al-Azhar secondary education	May be placed in grade 10.
3. General Secondary Education Certificate/ <i>Shehadet Thanawiya Amma</i> (pp. 14-19)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	3 years	university education	May be considered for freshman admission.
4. Al-Azhar Secondary Education Certificate/ <i>Shehadet Thanawiya Azharia</i> (p. 19)	Al-Azhar Preparatory Education Certificate/ <i>Shehadet Al-lbtidaiya Al-Azharia</i>	3 years	university education	May be considered for freshman admission.

continued

Credential	Entrance Requirements	Length of Study	Gives Access in Country to	Placement Recommendations
5. Technical Secondary Education Certificate—Agriculture/ <i>Shehadet Thanawiya Zeraiya</i> (pp. 19–22)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	3 years	employment or higher education	May be considered for freshman admission where a vocational program is considered appropriate preparation.
6. Technical Secondary Education Certificate—Commerce/ <i>Shehadet Thanawiya Togaraiya</i> (pp. 19–22)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	3 years	employment or higher education	See placement recommendation #5.
7. Technical Secondary Education Certificate—Industry/ <i>Shehadet Thanawiya Senaiya</i> (pp. 19–22)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	3 years	employment or higher education	See placement recommendation #5.
8. Advanced Technical Education Diploma (pp. 22–23)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	5 years	employment or higher education	May be considered for freshman admission where a vocational program is considered appropriate preparation. May yield up to one year of transfer credit determined through a course-by-course analysis.
9. Teacher Training Institute Diploma (pp. 23–24)	Basic Education Certificate/ <i>Shehadet Al-ladadiya</i>	5 years	primary school teaching	May be considered for freshman admission.

B. University Education

Note: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate admission with up to one year of transfer credit for each year, determined through a course-by-course analysis. When the length of a program is cited, it refers to the standard length of the program when pursued fulltime. The actual period of attendance may vary.

10. Bachelor's degree/ <i>Bakalorus</i> (pp. 34-40)	General Secondary Education Certificate/ <i>Shehadet</i> <i>Thanawiya Amma</i>	4-5 years	graduate study	May be considered for graduate admission with no transfer credit.
11. Bachelor's degree in Dentistry (or Bachelor of Dental Medicine and Surgery), Medicine and Surgery (also M.B.Ch.B.), Veterinary Medicine (also B.V.M.Sc.) (pp. 34-40)	General Secondary Education Certificate/ <i>Shehadet</i> <i>Thanawiya Amma</i>	5-6 years	graduate study	May be considered to hold the first professional degree in the field; may be considered for graduate admission.
12. Diploma (e.g., Diploma of Higher Studies in [field], Diploma of Graduate Studies in [field], Diploma in [field]) (pp. 40-41)	Bachelor's degree	1 or 2 years	employment or further study	May be considered for graduate transfer credit determined through a course-by-course analysis.
13. Master's degree/ <i>Majiser</i> (pp. 40-41)	Bachelor's degree	2 years	doctoral study	May be considered comparable to a U.S. master's degree.

continued

Credential	Entrance Requirements	Length of Study	Gives Access in Country to	Placement Recommendations
14. Ph.D. degree/ <i>Doctor</i> (pp. 41-42)	Master's degree	2-5 years	—	May be considered comparable to a U.S. earned doctorate.
15. D.Sc. degree (p. 42)	Ph.D. degree	—	—	Represents recognition of scholarly research.

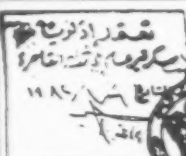
C. Other Postsecondary Education

16. Diploma from an intermediate institute (pp. 45-50)	Secondary Education Certificate	2 years	employment or further study	May be considered for up to one year of credit determined through a course-by-course analysis.
17. Bachelor's degree from a higher institute (p. 51)	Secondary Education Certificate	4 years	employment or further study	May be considered for graduate admission.
18. Bachelor's degree from the Arab Maritime Transport Academy in Maritime Engineering Technology, Maritime Electronics Technology, or Maritime Transport (p. 52)	General Secondary Education Certificate/ <i>Shehadet Thanawiya Amma</i>	5 years	employment or further study	May be considered for graduate admission.

- | | | | | | |
|--|-------------------------|---|-----------|-----------------------------|---|
| 19. Degrees from the Sadat Academy for Management Sciences (p. 53) | a. Bachelor's degree | General Secondary Education Certificate/ <i>Shehadet Thanaweya Amma</i> | 4 years | employment or further study | May be considered for graduate admission. |
| | b. Master's degree | Bachelor's degree | 2-5 years | doctoral study | May be considered comparable to a U.S. master's degree. |
| 20. Degrees from the Military Technical College (pp. 52-53) | a. B.Sc. in Engineering | General Secondary Education Certificate/ <i>Shehadet Thanaweya Amma</i> | 5 years | graduate study | May be considered for graduate admission. |
| | b. M.Sc. in Engineering | Bachelor's degree | 2 years | doctoral study | May be considered comparable to a U.S. master's degree. |
| 21. Bachelor's degree in law from the Police Academy (p. 53) | | General Secondary Education Certificate/ <i>Shehadet Thanaweya Amma</i> | 4 years | graduate study | May be considered for graduate admission. |

Appendix A

Sample Documents for Basic and Secondary Education



مديرية التعليم
بمحافظة القاهرة

A. E. I.

Cairo Governorate
Cairo Education Directorate
Exams & Students Affairs
Statement

9040
31.12.80

With reference to the records it has been certified that
the student: _____ had passed the
general secondary Education certificate examination (scientific
section - math.) 1980 (Bench number _____)

He received the following marks :

Subjects	Max.	Min.	Candidate's Mark
Arabic Language	50	25	33,5
First Foreign Language	40	12	18,5
Second " "	30	9	23,5
Foreign Languages Total.	70	28	42
Mathematics	160	64	116,5
Physics	60	18	35
Chemistry	60	18	35,5
Science subjects total	120	48	70,5
Gross total	400	200	262,5
Religion Education	20	10	16

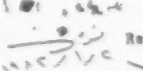
This statement was given to the student at his own request to
be submitted after payment of the required fee without any responsibility on the part of the
Directorate

The authority concerned should ascertain that the bearer of this
statement is the person therein mentioned .

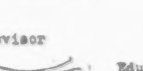
Director



Revisor



Director
Education Services





2.1. General Secondary Education Certificate Examination, Scientific Section
(Math)

EGYPT
 Zeugnismuster
 ZM 1a(2) / März 1984
 (1959-1978)

ARAB REPUBLIC OF EGYPT
 MINISTRY OF EDUCATION
 Public Examinations Department
 Register of Examination Results

Statement of Candidate's Marks in the Examination

By referring to the pass Register of the General Secondary Education Certificate Examination, (Literary Section) 1975 Ex- Regulation, it has been found that the Student Mr.

Bench number : _____

who sat for the above mentioned examination from School Rehman Elmaghrabi
Elmaghrabi Secondary School
for Boys

received the following marks : -

	Arabic Language	First Foreign Language & Translation	Second Foreign Language	Foreign Language Total	History	Geography & Maps	Social Studies Total	Philosophy	Green Test	Religious Education	Other	Advanced Level (Lang)
Maximum	60	60	60	120	60	60	60	60	60	60	60	60
Minimum	30	15	10	40	10	10	30	15	100	10	0	15
Candidate's Mark	37½	41	25	66	22	36½	50½	29½	19½	-	-	-

No. 5501 - 55 - 77

This statement has been taken from the register to be forwarded to :
Anglo West German University

at the request of Mr. _____

After payment of the required fees. The authority concerned should ascertain that the bearer of this Statement is the very person therein mentioned.

Public Relations Department Signature
H. H. H. H.

Director General of Examinations
Y. N. E. S.

2.2. General Secondary Education Certificate Examination, Literary Section

3.1. Transcript for Bachelor of Electronic and Communication Engineering,
Cairo University

JAN - 8 1980


FACULTY OF ENGINEERING

ELECTRONIC & COMMUNICATION ENG.

(Credit Unit: Four (30 CRED. TOTAL))

Subject	Grade	Hours Per Week	Credits	Subject	Grade	Hours Per Week	Credits
76 77				79 80			
Preparatory Year 19 76 - 77				Third Year Electrical (Electronic & Communication) 19 79 - 80			
Physics	Distinction	4	2	Mathematics	Distinction	4	2
Mathematics	Very Good	4	2	Linear Systems & Networks	Distinction	4	2
Mechanics	Distinction	2	1	Electronic Devices & Circuits	Distinction	4	2
Thermodynamics	Distinction	2	1	Communication Theory & Systems	Distinction	4	2
Engineering Drawing	Distinction	—	4	Electrical Measurements	Distinction	4	2
Chemistry	Distinction	2	1	Electrical Machines	Distinction	4	2
Production Engineering	Distinction	1	1				
Introduction to Engineering	Pass	1	—	General Approximation	Distinction		
Arab Society	Good	1	—				
Language	Distinction	1	—				
General Approximation: Distinction				Fourth Year Electrical (Electronic & Communication) 19 80 81			
77 78				80 81			
First Year Electrical Eng. 19 77 - 78				Electronic Devices & Circuits			
Mathematics	Distinction	4	2	Communication Theory & Systems	Distinction	4	2
Mechanics	XXXXXXXX	2	1	Control Engineering	Distinction	4	2
Physics	Distinction	2	1	Computer Engineering	Distinction	4	2
Structural Analysis	XXXXXXXX	2	1	Antennas & Wave Propagation	Distinction	4	2
Civil Engineering	Distinction	2	1	Industrial Electronics	XXXXXXXX	4	2
Mechanical Engineering	Distinction	3	2	Finite Elements	Distinction	4	2
Production Engineering	XXXXXXXX	2	1	Project	Distinction	4	2
Engineering Drawing	XXXXXXXX	—	4				
Thermodynamics	XXXXXXXX	2	1	General Approximation: Distinction with honour degree. (94.57%)			
Properties & Strength of Materials	XXXXXXXX	2	1				
Electrical Engineering	Distinction	4	2				
Humoristics	Distinction	3	2				
National Course	XXXXXXXX	4	—				
General Approximation: Distinction				Second Year Electrical Eng. 19 78 79			
78 79				81 82			
Second Year Electrical Eng. 19 78 - 79				Mathematics			
Mathematics	Distinction	4	2	Physics & Magnetism	Distinction	4	2
Electronics	Distinction	4	2	Electrical Control Theory	Distinction	4	2
Electrical Power Eng.	Distinction	4	2	Electronics	Distinction	4	2
Mechanical Engineering	Distinction	3	2	Electrical Power Eng.	Distinction	4	2
				Mechanical Engineering	Distinction	4	2
General Approximation: Distinction				General Approximation: Distinction			

This is hereby declared by the Dean of the Faculty of Engineering, Cairo University, to be a true and correct copy of the original transcript of the student's record.

Signature:  Date: 10/10/80

Stamp:  

3.2. Transcript for Bachelor of Civil Engineering, Cairo University


FACULTY OF ENGINEERING

NOV 24 1986

CIVIL ENGINEERING

Subject	Grade	Hours Per Week (Lec. Lab. Tutorials)	Section	Grade	Hours Per Week (Lec. Lab. Tutorials)
Preparatory Year (1979-80)			1st Year Civil Eng. (1981/1982)		
Mathematics	Very Good	4 2	Engineering Statics & Applied Statics	Distinction	3 1
Mechanics	Very Good	2 2	Structural Analysis & Mechanics	Distinction	3 2
Physics	Pass	4 2	Hydraulics	Very Good	2 1
Descriptive Geometry	Very Good	2 2	Soil Mechanics	Very Good	2 2
Engineering Drawing	Very Good	— 4	Reinforced Concrete	Distinction	2 2
Chemistry	Distinction	1 1	Metallic Corrosion	Very Good	2 2
Threshold of Engineering (Good)	— 1	—	Engineering Design of Irrigation Works	Very Good	2 2
Production Technology (Good)	1 1	—	Hydrology & Hydroelectricity	Distinction	2 2
Language	Distinction	— 1	Elements of Tidal & Economic Transport	Distinction	1 1
Arab Society	xxxxx	— 1			
General Appraisal:	Very Good		General Appraisal:	Distinction	
First Year Civil Eng. (1980/1981)			Second Year Civil Eng. (1981/1982)		
Mathematics	(Good)	3 2	Foundations	Very Good	2 2
Mechanics	Distinction	2 1	Reinforced Concrete	Very Good	2 2
Physics	Distinction	2 1	Metallic Bridges	Distinction	1 2
Plane & Topographical Surveying	Very Good	2 2	Design of Irrigation Works	Pass	1 2
Structural Analysis & Mechanics	Very Good	2 2	Hydrology Engineering & Irrigation Management	Distinction	2 2
Properties & Strength of Materials	Distinction	2 2	Railways Engineering	Very Good	2 2
Civil Drawing	(Good)	— 4	Highway & Airport Eng.	Very Good	2 2
Electrical & Mechanical Eng.	Very Good	1 1	Sewerage Engineering	Very Good	2 2
General Appraisal:	Very Good		Project, Specifications & Quantity	Distinction	1 1
Second Year Civil Eng. (1982/1983)			General Appraisal: Very Good with honour degree (80-85)		
Mathematics	Distinction	3 2	This is to certify that Mr. <u>Wael Salah El-Sayid</u>		
Mechanics	Distinction	3 1	was graduated from this faculty in <u>July - 1983</u>		
Engineering Graphics	Pass	3 1	He was awarded the Degree of Bachelor of Civil Eng. with a rate of appreciation of <u>Very Good with honour degree (80-85)</u>		
Geodesy & Photogrammetry	(Good)	1 2	All formal affairs are the rates of appreciation he obtained in the examinations during his course of study in the faculty		
Structural Analysis & Mechanics	Distinction	2 2	To		
Properties & Strength of Materials	Very Good	2 2	To upon his request to be authorized to obtain a copy of his		
Building Construction	Very Good	1 1	 		
Fluid Mechanics	Distinction	2 2			
Irrigation & Drainage Eng.	Very Good	2 2			
Electrical Engineering	xxxxx	2 2			
General Appraisal:	Very Good				

76



CAIRO UNIVERSITY
Faculty of Mass Communication

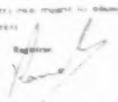



CERTIFICATE

This is to Certify that Mr. / Mrs. _____
 Date of Birth: 10/10/1973, Cairo, _____
 Was awarded the degree of B.A. in Mass Communication from the Department of Public Relations & Advertising
 On 1/1/1985 General Grade: **Pass**
 The grades for the obtained in the examination during four years in that faculty are as follows:

Subject	Grade	Credits Per Week	Subject	Grade	Credits Per Week
First Year (1973 - 1974)			Second Year (1974 - 1975)		
Arabic Language & Literature	Pass	2	Arabic Language & Literature	Pass	2
Foreign Language	// Good	2	Foreign Language	V. Good	2
Translation	V. Good	2	Translation	V. Good	2
Social Psychology	// Good	2	Introduction to Agriculture & Physical Training	Pass	2
Politics of Egypt	// Good	2	Introduction to Broadcasting	// Good	2
Mass & System of Mass	// Good	2	Introduction to Public Relations & Advertising	Pass	2
History & Development of the Mass Media	V. Good	2	Introduction to Legislation	Pass	2
Contemporary Issues	Pass	2	University Foundation	// Good	2
University Public School	// Good	2	Equivalency of the Arab World	// Good	2
Development of Constitutional and Political Systems in Egypt	Pass	2			
General Grade	// Good	12	General Grade	// Good	12
Third Year (1975 - 1976)			Fourth Year (1976 - 1977)		
Foreign Language	// Good	2	Communication Subject in a Foreign Language	// Good	2
Translation	V. Good	2	Translation	V. Good	2
Introduction to Mass Communication	// Good	2	Introduction to Mass Communication	Pass	2
Mass Communication Theory	Pass	2	Communication & National Development	Pass	2
Arabic Communication	// Good	2	Research in the Field of Public Relations & Advertising	// Good	2
Public Relations	// Good	2	Advertising	// Good	2
Advertising	Pass	2	Advertising & Mass Response	Pass	2
Photography & Preparation of Media Content	V. Good	2	Public Relations	Pass	2
Public Opinion & Propaganda	// Good	2	Applied Statistics	Pass	2
Public Administration	V. Good	2	Technology & Social Change	// Good	2
			Mass Communication Thought	Pass	2
General Grade	// Good	21	General Grade	Pass	16

This Certificate is issued upon request by the student to whom it may concern.
 (Note: The Academic Year is 20 Weeks)

Approved: 
 13/1/1985
 Dr. ROUFAY EL-TORAY
 Dean of the Faculty of Mass Communication
 Cairo University



3.3. Transcript for B.A. of Mass Communication, Cairo University

3.4. Transcript for Bachelor of Mechanical Engineering, Cairo University


FACULTY OF ENGINEERING

Subjects	Grades	Hours Per Week Lect. Ex.	Subjects	Grades	Hours Per Week Lect. Ex.
First Year					
Preparatory Year 19 19	Pass	4 2	Third Year Mechanical Eng. 19 19	Distinction	2 1
Mechanics	(Good)	2 2	Heat Engines	Distinction	2 1
Mechanics	(Good)	4 2	Heat Transfer	Distinction	2 1
Physics	Pass (2)	2 2	Fluid Mechanics & hydraulics	Distinction	2 1
Design & Graphics	(Good)	— 1	Mechanics	Distinction	2 1
Engineering Drawing	Pass	1 1	Structural Engineering	Distinction	2 1
Chemistry	Pass	1 1	Mechanics of deformable solids	Distinction	2 1
Thermostat of Engineering	Very Good	1 1	Production Technology	Distinction	2 1
Production Technology	(Good)	— 1	Machine Design	Very Good	1 1
Language	Pass	— 1	General Approaches	Distinction	
Arab Society	Pass	— 1			
General Approaches	(Good) (21)		Fourth Year		
Second Year					
First Year Mechanical Eng. 19 19	(Good)	4 2	Fourth Year Mechanical Eng. 19 19	Distinction	2 1
Mechanics & hydraulics	Distinction	2 1	Structural Engineering	Distinction	2 1
Material & Production Technology	Very Good	1 1	Combustion Engines	Distinction	2 1
Machine Design	Distinction	2 1	Fluid & gas Mechanics & hydraulics	Distinction	2 1
Engineering Thermodynamics	Distinction	2 1	Mechanical Vibrations	Distinction	2 1
Mechanics of deformable solids	(Good)	1 1	Energy Conversion & Economics	Distinction	2 1
Eng. Eng. & Electronics	Pass	1 1	Refrigeration & Air Conditioning	Distinction	2 1
Civil Engineering	Very Good		Design of Production Tools & Accessories	Distinction	2 1
General Approaches	Very Good		Production management	Distinction	2 1
Third Year					
Second Year Mechanical Eng. 19 19	(Good)	2 1	Airframe design	Distinction	2 1
Structural Mechanics & Mechanical system dynamics	Very Good	2 1	Assembly dynamics	Distinction	2 1
Material & Production Technology	Very Good	2 1	Aviation dynamics	Distinction	2 1
Fluid Mechanics	(Good)	2 1	Project	Distinction	
Mechanics	(Good)	2 1			
Construction of machine elements	(Good)	2 1	General Approaches Distinction (1st semester, 195, 27)		
Engineering thermodynamics	Very Good	2 1	This is to certify that Mr. <u>Osama</u> <u>Osama</u>		
Eng. Eng. & Electronics	Very Good	2 1	born on <u>16/1/55</u> at <u>Quesna</u> <u>Quesna</u>		
General Approaches	Very Good		has been graduated from this faculty on <u>July 1970</u>		
I, <u>Dr. Mohamed El-Dokki</u> , Dean of Faculty of Engineering, Cairo University, do hereby certify that the above mentioned student has been graduated from this faculty on the above mentioned date.					
This is to certify that the above mentioned student has been graduated from this faculty on the above mentioned date.					





DEAN

3.5. Transcript for Bachelor Degree of Decoration (Interior Architecture), Helwan University



REPUBLIC OF EGYPT
EL-HELWAN UNIVERSITY
Faculty of Fine Arts
Alexandria
Cairo







كلية الفنون الجميلة
جامعة حلوان

I am hereby the Bachelor Degree of Helwan University Interior Architecture

Date: 1982 with Percentage: 67% and General Average: PASS.

Having a statement of subjects studied, Tests per week and grades. 38 subjects during the undergraduate years of study.

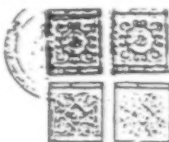
Year 1978 / 1979			Year 1979 / 1980			Year 1980 / 1981		
Subjects	Hrs/week	Grade	Subjects	Hrs/week	Grade	Subjects	Hrs/week	Grade
Drawing	10	PASS	Design & Home Design	11	PASS	Design & Interior Architecture	11	(GOOD)
Basic Design	4	PASS	Drawing	5	PASS	Drawing	6	(GOOD)
Interior Design (78 - 80)	4	PASS	Imaginary Architecture	2	(GOOD)	Imaginary Architecture	2	V. GOOD
Geometry Drawing	2	(GOOD)	Building Construction	2	(GOOD)	Architecture & Construction	4	(GOOD)
Liberalism	2	PASS	Geometrical Drawing	2	(GOOD)	Technology	2	PASS
Physics (79 - 80)	2	PASS	Architecture system	2	(GOOD)	Interior design	2	PASS
History of Art	2	(GOOD)	Technology	2	PASS	History of Art	2	V. GOOD
Mathematics	2	PASS	History of Art	2	PASS	Home Design	2	V. GOOD
Foreign Language	2	PASS	Foreign Language	2	(GOOD)	Arabic calligraphy	2	EXCELLENT
			Arabic calligraphy	2	(GOOD)			
Percentage General Average	//	PASS	Percentage General Average	//	PASS	Percentage General Average	//	(GOOD)

Year 1981 / 1982			Year 1982 / 1983		
Subjects	Hrs/week	Grade	Subjects	Hrs/week	Grade
Design & Interior Architecture	10	PASS	Design & Interior Architecture	11	PASS
Drawing	4	(GOOD)	Drawing	9	PASS
Architecture & Construction	4	PASS	Working Drawings	4	PASS
Working Drawings	4	PASS	Liberalism	5	(GOOD)
Technical Preparation	2	V. GOOD	Imagery & Construction	2	PASS
Visual Planning	2	PASS	History of Art	2	PASS
Design of Architecture	2	V. GOOD	Technical Drawing	2	V. GOOD
Home Design	2	(GOOD)	Arabic calligraphy	2	PASS
History of Art	2	V. GOOD			
Percentage General Average	//	PASS	Percentage General Average	//	PASS

I hereby certify with my signature that the above written is a true and exact reproduction of the original work.

Signature of Student: *[Signature]*
 Signature of Supervisor: *[Signature]*
 Date: 17/1/1985.





FACULTY OF PHARMACY

This is to certify that: Mr.
MOHAMMED
 born on 10-5-1942 in Lebanon
 Graduated from the Faculty of Pharmacy, and obtained the degree of Bachelor of Pharmaceutical Sciences, on May 1973
 with general grade 88.33%

His Final grades in the different subjects during the four years (provided by our students year of Preliminary National Science) were as follows:

Preliminary National Science Year :	Exam. Grade	Study Hours Per Year	
		Theoretical	Practical
Physics	passable	75	125
Chemistry (Physical and Inorganic)	passable	75	125
Botany	(good)	30	125
Zoology	passable	30	125
European Language	passable	25	—
Honorary and Arabic Society	passable	24	—

First Year :

General Pharmacology and Medicinal Plants	passable	75	125
Organic Chemistry	passable	75	125
Pharmacology	passable	75	62.5
History of Pharmacy	passable	10	—
Anatomy and Histology	passable	—	—
Physiology	passable	40	30
French Language	(good)	25	—
Elementary Mathematics and Mechanics	passable	30	—

Second Year :

General Pharmacology and Medicinal Plants	passable	30	62.5
Pharmacology	(good)	30	62.5
Analytical Chemistry	(good)	30	62.5
Organic Chemistry	passable	75	180
Basic-Biochemistry and Pharmacy Administration	passable	62.5	62.5
	passable	25	—

Third Year :

Chemistry of Crude Drugs	passable	75	125
Pharmacology	(good)	62.5	—
Toxicology	(good)	—	25
First Aid	passable	30	125
Pharmacology	passable	30	125
Pharmaceutical Legislation	passable	10	—
Pharmaceutical Chemistry	(good)	30	62.5
Biochemistry	passable	30	30
Psychology and Sociology	passable	25	—

Training in Pharmacy :
 Training not less than 300 hours in Pharmacy recognized by the Faculty, under the supervision of the Ministry of Public Health.

Fourth Year :

Applied Pharmacology	passable	30	62.5
Pharmacology	passable	75	125
Pharmaceutical Legislation	passable	10	—
Industrial Pharmacy	passable	30	125
Pharmaceutical Chemistry	passable	30	25
Synthetic of Drugs	passable	30	—
Biochemistry	passable	12	—
Pharmaceutical Microbiology	passable	30	62.5
Hygiene	passable	25	—

His Conduct during his stay in the Faculty was satisfactory.

Dean

3.6. Transcript for Bachelor of Pharmaceutical Sciences, Cairo University

CAIRO UNIVERSITY
UNIVERSITY OF ECONOMICS & POLITICAL SCIENCES

CERTIFICATE

The Faculty of Economics and Political Sciences hereby certifies that
Mrs. [Name] has obtained the B.Sc. (Political Science)
on June 1974 with the grade (Good).

The grades which she obtained during the academic year are as follows :-

First year 1970 - 1971			Second year 1971 - 1972		
Course	Hours per week	Grade	Course	Hours per week	Grade
Principles of Economics	3	Pass	History of Political Thought	3	Pass
Introduction to Statistics	4	Pass	International Political Relations	3	Pass
Introduction to Politics	3	Pass	Public International Law	2	Pass
Economic History in A.R.E.	2	Pass	Economic Analysis	2	Pass
Introduction to Law or	4	Good	Recent History	2	Pass
Mathematics			Money & Banking of Foreign Trade	2	Good
Economic Geography	2	Good	International Economics	2	Good
Introduction to Behaviourist Science	2	Pass	Applied Statistics	2	Good
Arab Society	2	Good	23 July Revolution Seminar	2	Good
Foreign Languages	3	V.Good	Foreign Languages	3	Good
			Foreign Languages	3	Excellent

Third year 1972 - 1973			Fourth year 1973 - 1974		
Course	Hours per week	Grade	Course	Hours per week	Grade
Political Theory	3	V.Good	Local Administration	2	Pass
International Political	3	Good	Public Opinion & Information	2	Pass
International Jurisdiction & Organisation	2	Pass	Contemporary Political Problems	2	Pass
Comparative Governments	3	Pass	Political Systems of Arab States	2	Good
Economic Development	2	Pass	Political Systems of Africa	2	Pass
Taxation & Public Finance	2	Pass	Diplomatic & Consular Systems	2	Good
Public Law	2	V.Good	Seminar	2	Good
Seminar	2	V.Good	External Political	2	Good
Foreign Languages	3	Good	Foreign Languages	4	V.Good
Foreign Languages	3	V.Good	General Grade	-	Good

This certificate has been issued upon her request to be presented to whom it may concern.

Birth Date: 19/11/1951 in Cairo.

Signature

Signature

3.7. Certificate for B.Sc. (Political Science), Cairo University

ANAR REPUBLIC OF ESTONIA
MINIA UNIVERSITY
FACULTY OF ENGINEERING AND TECHNOLOGY

CERTIFICATE

This is to certify that Mr. Ing. CP Karpel nationality, has got the degree of "B.Sc." in "Mechanical Engineering - Production Section", from the Higher Industrial Institute in November 1975 with general grade "Pa33".

Indicated below are the subjects he had studied and the grades he had got in his examination through his five years course of study.

SUBJECT	SCORES/WEIGHT	GRADE
1st. 2nd.		
FIRST YEAR: 1969 - 1970		
Mathematics	4 2	(GOOD)
Mechanics	2 2	Pa25
Engineering Drawing	2 4	Pa23
Technology	2 4	Pa23
Physics	2 2	Pa23
Chemistry	2 2	Pa23
English Language	- 2	Pa23
Society	2 -	Very Good
GENERAL GRADE		Pa23

SUBJECT	SCORES/WEIGHT	GRADE
1st. 2nd.		
SECOND YEAR: 1970 - 1971		
Mathematics	4 2	Pa23
Physics	4 2	Pa23
Mechanics	3 3	Pa23
Engineering Drawing	- 4	Pa23
Chemistry	2 2	Pa23
Technology	2 4	Very Good
English Language	2 1	Pa23
23 hr Introduction	1 -	Very Good
GENERAL GRADE		Pa23

SUBJECT	SCORES/WEIGHT	GRADE
1st. 2nd.		
THIRD YEAR: 1971 - 1972		
Mathematics	2 2	(GOOD)
Strength of Materials	2 2	Pa23
Metallurgy	2 1	Pa23
Theory of Machines	2 2	Pa23
Machine Design	2 4	Pa23
Heat/Thermodynamics	2 1	(GOOD)
Electrical Engineering	2 2	Pa23
Thermal Dynamics	2 1	Pa23
Workshop Practice	-	(GOOD)
GENERAL GRADE		Pa23

SUBJECT	SCORES/WEIGHT	GRADE
1st. 2nd.		
FOURTH YEAR: 1972 - 73, 1973-1974		
Theory of Machines	2 1	Pa23
Machine Tool Design	2 4	Pa23
Electrical Engineering	2 1	(GOOD)
Production Engineering	2 2	(GOOD)
Fluid Mechanics	2 2	Pa23
Theory of Metal Cutting	2 2	Pa23
Metal Working	2 1	Pa23
Heat Engines	2 1	Very Good
GENERAL GRADE		Pa23

SUBJECT	SCORES/WEIGHT	GRADE
1st. 2nd.		
FIFTH YEAR: 1974 - 1975		
Production Engineering	2 2	Pa23
Machine Design	2 4	Pa23
Hydraulic Machines	2 1	Pa23
Thermal Power Stations	2 2	Pa23
Automatic Control	2 2	Pa23
Industrial Organization	2 1	Pa23
Industrial Economy	2 1	Pa23
Project	- 2	(GOOD)
GENERAL GRADE		Pa23

Notes: The academic year is 30 weeks.

Pa23 = 50 - 54 % (GOOD) = 85 - 74 %
Very Good = 75 - 84 % Excellent = 85 - 100 %

Periods of training during summer holidays:

- 1) Engineering training 25 hours per week for the period of 4 weeks after passing the first year.
- 2) Practical workshop training 30 hours per week for the period of 4 weeks after passing the second year.
- 3) Practical training in factories for the period of 3 months after the third year course.

This certificate has been given to him upon his request to be substituted in whom it may concern.

Date: 10.11.1980

Signature:

Student's Affirmation

Registration

Signature

Handwritten signatures and stamps are present at the bottom of the certificate, including a circular official seal and a rectangular stamp with the text "1980".

3.8. Certificate for B.Sc. in Mechanical Engineering—Production Section, Minia University

ALEXANDRIA UNIVERSITY
FACULTY OF ENGINEERING

TO WHOM IT MAY CONCERN

This is to certify that Mr :
(Date Of Birth : /1956 - Cairo.....) has obtained his B.Sc. in
Architectural Engineering (Housing) with grade //GOOD//in June 1980.....
The following are the grades he has obtained in the different subjects:-

Prep. Year June 1975

Mathematics	Pass	Mechanics	Good
Projection Geometry	Pass	Physics	Pass
Chemistry	Pass	Production Eng.	Good
European Language	Pass	FINAL GRADE	PASS

First Year June 1976

Architectural Design	Pass	Building Construction	Pass
History of Architectural	Pass	Theory of Arch.	Pass
Secography & Perspective	Pass	Surveying	Pass
Visual Drawing & Theory of Colours	Good	Theory of Structures	V.Weak
Climate & Environment	Good	FINAL GRADE	PASS WITH SUBJECTS

Second Year June 1977

Architectural Design	Good	Executive Design	V.Good
History of Art & Arch.	Pass	Theories of Arch.	Good
Theory of Structures	Pass	Lighting & Acoustics	Good
Properties of Materials	V.Good	Air Conditioning & Sanit.	Good
Towns & Site Planning	Pass	Theory of Structures (1st Year)	V.Weak
		FINAL GRADE	PASS WITH SUBJECTS

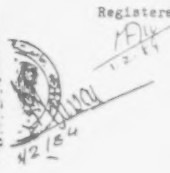
Third Year June 1978 (Absent)

Third Year June 1979

Architectural Design	Pass	Interior Design	Pass
Executive Design	Pass	Theories of Arch.	Pass
Towns Planning	Pass	Housing	Pass
Structural Eng.	Pass	Law, Building Codes & Building	Pass
Theory of Structures (1st Year)	V.Weak	Economics	Pass
		FINAL GRADE	PASS WITH SUBJECTS

Fourth Year June 1980

Theory of Structural (1st Year)	Pass	Executive Design	V.Good
Urban Design	V.Good	Quantities & Specifications	Pass
Theories & Economics	Good	B.Sc. Project	Good
Housing Project	Good	FINAL GRADE	GOOD

Registrar:  17/4/80

Dean:  17/4/80

3.9. Transcript for B.Sc. in Architectural Engineering (Housing), Alexandria University

UNIVERSITY OF ALEXANDRIA
FACULTY OF PHARMACY
ALEXANDRIA, EGYPT

TO WHOM IT MAY CONCERN

This is to certify that Mr.
has been graduated from the Faculty of pharmacy, University of
Alexandria in June 85, with the general grade VERY GOOD BOONOR.
He had studied successfully during the four years the following
courses.

	Number of Hours Per Week	
	Lectures	Practical
1-First Year		
Organic Chemistry	4	2.5
Pharmaceutical Analytical Chemistry	4	2.5
General Pharmacognosy & Medicinal Plants	4	2.5
Pharmaceutics & History of Pharmacy	4	2.5
Principles of Physiology, Anatomy & Histology	4	2.5
Principles of Mathematics & Mechanics	4	2.5
Psychology	4	2.5
2-Second Year		
Pharmaceutical Analytical Chemistry	4	2.5
Organic Chemistry	4	2.5
General Pharmacognosy & Medicinal Plants	4	2.5
Pharmaceutics	4	2.5
Pharmaceutical Microbiology	4	2.5
3-Third Year		
Chemistry of Crude Drugs	4	2.5
Pharmaceutical Chemistry	4	2.5
Pharmaceutics & Pharmacy Legislations	4	2.5
Pharmacology	4	2.5
Biochemistry	4	2.5
Public Health, Pathology & Parasitology	4	2.5
Practice in retail Pharmacy, 300 Hours during Summer Vacation		
4-Fourth Year		
Pharmaceutical Chemistry	4	2.5
Applied Pharmacognosy	4	2.5
Pharmaceutics	4	2.5
Industrial Pharmacy	4	2.5
Biological Assays & Biostatistics	4	2.5
Toxicology, Forensic Medicine & First Aid	4	2.5
Pharmacy Administration & Economics of Health Care	4	2.5

Alexandria, 20/5/1985.

Registrar

VICE-
Dean

3.10. Transcript Showing Fulfillment of Coursework in Pharmacy, University of Alexandria

UNIVERSITY OF ALEXANDRIA
FACULTY OF DENTISTRY

TO SHOW IT MAY CONCERN

This is to certify that
has obtained the degree of Bachelor of Dental Medicine and Surgery
in July 1976 with general grade "SATISFACTORY"

Here under are the hours attended per week in each course.

Subjects	Lecture	Practical	Clinical
<u>Primary Natural Science</u>			
Physics	4	4	-
Chemistry	4	4	-
Botany	2	2	-
Zoology	2	4	-
English Language and Medical Terminology	2	-	-
Social National subjects	1	-	-
<u>First Year</u>			
General Anatomy	2	4	-
Physiology	4	2	-
Stoichiometry	2	1	-
General Histology	1	2	-
Tooth carving and Descriptive Anatomy	1	2	-
Prosthetics of Dental Material	2	1	-
Frosthetics (Full Dentures)	1	2	-
Operative Dental Surgery	1	2	-
English Language	2	-	-
Social National Subjects	1	-	-
<u>Second Year</u>			
Conservative Dentistry and Endodontics	2	5	-
Prosthodontics	1	5	-
Crown and Bridges	1	5	-
Oral Histology	2	2	-
General Microbiology	1	2	-
General Pathology	2	2	-
Pharmacology and Medical History	2	1	-
<u>Third Year</u>			
General Medicine, Skin and Venereal Diseases ..	2	-	1
General Surgery, Ear, Nose, Throat and Ophthalmology ..	2	-	1
Oral Pathology	2	2	-
Orthodontics	1	2	-
Oral Surgery	1	-	2
Oral Medicine	2	-	-
Prosthodontics	1	-	4
Conservative Dentistry and Endodontics	2	-	4
Crown and Bridges	1	-	2
<u>Fourth Year</u>			
Pedodontics	1	-	1
Orthodontics	1	-	2
Oral Medicine	1	-	2
Oral Surgery and General Anesthesia	3	-	2
Prosthodontics	1	-	6
Crown and Bridges	1	-	2
Conservative Dentistry and Endodontics	1	-	6
Oral Diagnosis and Dental Radiology	1	-	2
Preventive Dentistry and Oral Hygiene	1	-	-

DEAN
Prof. Dr. A. M. El-Said

Registrar
ad

21/7/76

3.11. Transcript for Bachelor of Dental Medicine and Surgery, University of Alexandria



FACULTY OF MEDICINE

TO WHOM IT MAY CONCERN



This is to certify that _____

was granted the degree of M.B.Ch.B. on Nov., 1983, _____ with general grade (//Good//)

During his studies in the Faculty _____

He had studied successfully during the five years the following courses:

1st PERIOD : (Two academic years)

Subject	Lectures	Practical	Subject	Lectures	Practical
Human Anatomy & Embryology	150 h.	15 months	Histology	50 h.	10 h.
Physiology & Psychiatry	200 h.	150 h.	Biochemistry	125 h.	100 h.

2nd PERIOD (one academic year)

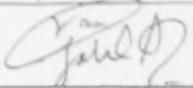
Subject	Lectures	Practical	Subject	Lectures	Practical
Pathology	100 h.	100 h.	Microbiology	50 h.	50 h.
Pharmacology	100 h.	50 h.	Parasitology	—	50 h.
General Medicine	—	2 months 3h. daily	Gen. Surgery	—	2 months 3h. daily

FINAL PERIOD (24 months)

Subject	Lectures	Practical	Subject	Lectures	Practical
Forensic Medicine	45 h.	25 h.	Ear, Nose & Throat	50 h.	1 month 5h. daily
Hygiene & Prev. Medicine	60 h.	Vacc.	Ophthalmology	45 h.	2 months 3h. daily
Gynaecology & Obstetrics	90 h.	3 months 3h. daily	Phoniatrics	50 h.	2 months 3h. daily
Medicine Including :	150 h.	6 months 3h. daily	Surgery Including :	150 h.	6 months 3h. daily
— Tropical	8 days	—	— Otorhinolaryngology	3h. daily	—
— Psychiatry & Neurology	8 days	—	— Urology	10 days	—
— Chest Diseases	25 days	—	— Plastic	4 days	—
— Internal Diseases	25 days	—	— Cancer	8 days	—
— Infectious Diseases	8 days	—	— Neurology	9 days	—
— Pathology	12 hours	—	— Cardiology	8 days	—
— Therapy	6 Lectures	—	— Anesthesiology	16 days	—



Signature
14-5-84



3.12a. Transcript for M.B.Ch.B. (Medicine), Alexandria University





FACULTY OF MEDICINE
TO WHOM IT MAY CONCERN

This is to certify that _____
was granted the degree of M.B.A.H. on Nov., 1961. with general
grade //Good//

During his studies in the faculty after passing the examination of the P. N. S. he sat for the
following examinations and obtained the signed grades.

(First Period Examination)
(مابعد سنة الدراسة الأولى)

Subject	Anatomy	Physiology	Biochemistry	Histology	General Grade
Grade	Very Good	//Good//	//Good//	//Good//	//Good//
Date	May., 1960		May., 1960		May., 1960.

(Second Period Examination)
(مابعد سنة الدراسة الثانية)

Subject	Pharmacology	Pathology	Microbiology	Parasitology	General Grade
Grade	Very Good	Very Good	Very Good	//Good//	Very Good.
Date	June., 1961.		June., 1961		June., 1961.

(Final Period Examination)
(مابعد سنة الدراسة الثالثة)

Subject of the 1st part	Forensic Medicine	Hygiene & Preventive Medicine	Ophthalmology & L. N. E.	Obstetrics & Gynaecology
Grade	/ Satisfactory	Very Good	Satisfactory	Satisfactory.
Date	/	Sept., 1962.	Sept., 1962.	

Subject of the 2nd Part	Medicine	Pediatrics	Surgery	General grade of the degree
Grade	//Good//	Satisfactory	Satisfactory	//Good//
Date	Nov., 1963.		Nov., 1963.	

N. B.	Satisfactory from 60 % to less than 65 %	Good from 65 % to less than 75 %	Very good from 75 % to less than 85 %	Excellent from 85 % to 100 %

REGISTERED

14-5-61

Secretary General

A. H. Hameed

DEAN

J. J. J.





ZAGAZIG UNIVERSITY
 Faculty of Veterinary Medicine
 ZAGAZIG
 ARAB REPUBLIC OF EGYPT

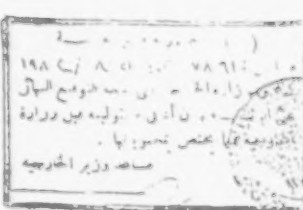
Name _____
 Birth date 10 - 11-1955 Alexandria
 B. V. M. Sc. granted May 1982
 B. V. M. Sc. grade Pass

Temporary Certificate issued/ TO whom it may concern

Registrar *[Signature]*
 Dean *[Signature]*

15/5/1982





3.13a. Transcript for B.V.M.Sc. (Veterinary Medicine), Zagazig University

Name : _____ ARAB REPUBLIC OF EGYPT
 Place of birth : _____ EL MAGAZI UNIVERSITY
 Date of birth : _____ FACULTY OF VETERINARY
 M. V. Sec : _____ MEDICINE

Year	Subject	Grade	
D.M.C. -op. 1977	Botany	Pass	100
	Zoology	Pass	100
	Physics	Pass	100
	Organic and inorganic chemistry	Pass	100
	English Language	Pass	100
	Social Sciences	Pass	100
1st Year 1978	Total Grade	Pass	100
	Histology	Pass	100
	Biochemistry	Pass	100
	Genetics	Pass	100
	Animal management and husbandry	Pass	100
	Economics	Pass	100
2nd Year 1980	Social reform	Pass	100
	National subject	Pass	100
	Total Grade	Pass	100
	Anatomy and histology	Pass	100
	Physiology	Pass	100
	Animal and poultry breeding	Pass	100
3rd Year 1981	Animal and poultry breeding	Pass	100
	Agricultural economic and economic of animal and poultry.	Pass	100
	Animal management and husbandry	Pass	100
	Total Grade	Pass	100
	Pathology and clinical pathology	Pass	100
	Microbiology	Pass	100
4th Year 1982	Parasitology	Pass	100
	Pharmacology	Pass	100
	Milk Hygiene	Pass	100
	Total Grade	Pass	100
	Heat Hygiene	Pass	100
	Medicine	Pass	100
5th Year 1983	Infectious Diseases	Pass	100
	Poultry Diseases	Pass	100
	Veterinary Surgery	Pass	100
	Vet. Obstetrics, Gynaecology and A.L.	Pass	100
	Veterinary Hygiene and Zoonoses	Pass	100
	Forensic Medicine, Toxicology and Veterinary Procedures	Pass	100
6th Year 1984	Total Grade	Pass	100



AIN SHAMS UNIVERSITY
FACULTY OF COMMERCE
Cairo, Egypt

CERTIFICATE
TO WHOM IT MAY CONCERN

This is to certify that _____ born in _____, CALIF., _____ in the year 19____, received in _____, 19____, _____ from this University the B. Com. Degree (Major: Accounting) _____ with general grade _____ PASS _____

The following are higher grades in the courses of study

1 st. year 1981 / 1982

[illegible]

2nd. year 1982 / 1983

[illegible]

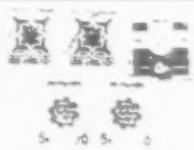
3.14a. Certificate of B.Com. Degree (Accounting), Ain Shams University

Appendix C

Sample University Graduate Credentials



CAIRO UNIVERSITY
FACULTY OF MEDICINE
High Institute of Physical Therapy



5 10 5 0

CERTIFICATE

In the Faculty of Physical Therapy, Faculty of Medicine, Cairo University

Has awarded the M.Sc. degree of Physical Therapy in February 19 81 with the grade Very Good Date of awarding the M.Sc. degree 12 11 19 81

At Cairo University 12 11 19 81

Following is the record of subjects studied and final hour marks and final grade in all cases:

First Year 1979	Total Grade Hours	Second Year 1981	Total Grade Hours
Research Methods	90 (Good)	Research Methods	90 (Good)
Statistics	90 (Good)	Statistics	90 (Good)
Case Study, Patient's Problems	90 (Good)	Case Study, Patient's Problems	90 (Good)
Movement Analysis	90 (Good)	Movement Analysis	90 (Good)
Tests & Measurements	90 (Good)	Tests & Measurements	90 (Good)
Hospital Administration & Organization	90 (Good)	Hospital Administration & Organization	90 (Good)
Visual Rehabilitation & Recreation	90 (Good)	Visual Rehabilitation & Recreation	90 (Good)
General Grade	100 (Good)	General Grade	100 (Good)

(Cairo Univ. Press, PT-1000-1000-80)

Final Thesis: Effect of Physiotherapy on the Rehabilitation of Patients with Spinal Cord Injury

Final Grade: Excellent

DEAN

[Signature] 20.11.1981

APPROVED (Sd/-) EL-CHAKR

SUBMITTED AND GIVEN TO BEHOLD ME

THE SIGNATURE OF

[Signature]

OFFICIAL SEAL
CAIRO UNIVERSITY
FACULTY OF MEDICINE
HIGH INSTITUTE OF PHYSICAL THERAPY
120 EL-DOKKI, CAIRO 11562

I, Prof. Mohamed Samir Mohamed hereby certify that this is a true copy of the original - *[Signature]*

3.15a. Transcript for M.Sc. of Physical Therapy from the High Institute of Physical Therapy, Cairo University

FACULTY OF MEDICINE

CERTIFICATE

High Institute of Physical Therapy

The High Institute of Physical Therapy, Faculty of Medicine, Cairo University, Cairo, joined to the Institute on October 19, 78, has been awarded the Bachelor Degree of Physical Therapy. Following are the names of students studied, weeks, hours and grades awarded through 1978/79.

First Year 78/79	1st	2nd	Grade	Second Year 79/80	1st	2nd	Grade
— Principles and techniques of physical therapy (therapeutic exercises, Massage, tests and measurements and biomechanics)	1	1	(Good)	— Physical therapy for orthopedic surgery (techniques, therapeutic exercises, hydrotherapy, electrotherapy, massage, tests and measurements and uses of prostheses)	1	1	Excellent
— Ethics and laws in physical therapy	1	1	(Good)	— Nursing and first aid	1	1	Excellent
— Anatomy	1	1	(Good)	— Physiology	2	1	Excellent
— Physiology	1	1	(Good)	— Anatomy	2	1	V. Good
— Biochemistry	2	1	(Good)	— Orthopedic surgery	2	1	V. Good
— Physics and principles of statistics	2	1	(Good)	— X-ray examination	1	1	Excellent
— Introduction to orthopedic surgery	1	1	Pass	— English language and medical terminology	1	1	Excellent
— English language and medical terminology	1	1	V. Good	— Practical training on patients in the departments of orthopedic surgery and rheumatology	1	1	V. Good
— Physical Fitness	1	1	V. Good	— Physical Fitness	1	1	V. Good
— Psychology	1	1	Pass	— Special education for disabled	1	1	Excellent
			(Good)	— Rehabilitation	2	1	Excellent
							Excellent

N.B. Academic year in the Institute is thirty weeks.

V. Good= Very Good

Excellent= Excellent

ICATE

This My
app in May 1966 with general grade Excellent and is here on 6-6
of study

(Care and Time Sheet No. 14)

Third Year	SD B1	In	Pr	Grade	Fourth Year	SD B2	In	Pr	Grade
Physical therapy applications internal medicine and chest diseases, general surgery heart surgery techniques therapeutic exercises hydrotherapy, electrotherapy, massage, tests and measurements.	7	6	V. Good	—	Physiotherapy applications and techniques in neurology and neurosurgery.	3	4	—	Excell.
Physical therapy applications and techniques in gynecology and obstetrics.	3	—	Excell.	—	Physiotherapy applications and techniques in pediatrics.	3	4	—	Excell.
Physiology	2	—	Excell.	—	Pediatrics.	2	—	—	V. Good
Pathology	2	—	Excell.	—	Pediatrics surgery.	1	—	—	Excell.
Internal medicine	2	—	(Good)	—	Neurology.	2	—	—	Excell.
Chest diseases	1	—	Excell.	—	Neurosurgery.	1	—	—	Excell.
General surgery	1	—	Excell.	—	Introduction in Psychiatry.	1	—	—	Excell.
Heart surgery	1	—	Excell.	—	Public health.	3	—	—	V. Good
Gynecology and obstetrics	1	—	V. Good	—	Practical training on patients, physiotherapy applications in hospitals for neurology and neurosurgery.	—	—	—	Excell.
Introduction in Pharmacology	1	—	Excell.	—	Practical training on patients, physiotherapy applications in hospitals for medicine and pediatrics surgery.	—	2	—	Excell.
Practical training on patients in hospital, physiotherapy applications in the departments of internal medicine, chest diseases, general surgery, in neurology and pediatrics.	—	—	Excell.	—	Occupational therapy.	1	—	—	Excell.
Practical training in hospitals, physiotherapy applications in gynecology and obstetrics department.	—	—	V. Good	—					Excell.
English language	1	—	V. Good	—					

Excell.

DEAN

Grade 9

(Pro. of School)

FACULTY OF ENGINEERING
Department of Post Graduate Studies

To whom it may concern

This is to certify that applicant:

Date of birth: 2 + 12 + 1962

Place of birth: Cairo, Egypt

Nationality: Egyptian

Has completed the Master Degree in engineering (name for the year) 1 + 10 + 1985

Field of specialization: Architecture

She has completed successfully the following prerequisite courses in partial fulfillment for this degree:

- Design Philosophy (3) Integrated Approach.
- Architectural Aesthetics Theory.
- History of Architectural Thoughts. (2).
- Applied Research. (2).
- Development Control : An Introduction to Urban Design.
- General Note
- Computer Methods.

Distinction.

To authorize the Dean should sign the candidate's request:

RECTOR/DEAN

DEAN

(Date: Year, Month, Day, 1985/1986/1987)

3.16. Transcript Showing Fulfillment of Prerequisite Courses for the Master Degree in Engineering (Architecture), Cairo University

FACULTY OF ENGINEERING
Department of Post Graduate Studies

To whom it may concern

This is to certify that applicant:

Date of birth: 1 + 1957

Place of birth: El-Dokki, Egypt

Nationality: Egyptian

Has awarded the Master Degree in engineering

Field of specialization: Civil Engineering

Subject of research: An Investigation on the Analysis of Flat-Plate Floor Systems.

Commencement period: "Date of award" 25 + 12 + 1985

He has completed successfully the following prerequisite courses in partial fulfillment:

For this degree:

- Computer Methods.
- Mathematics.
- Structural Analysis. (1) - (2).
- Structural Mechanics. (1) - (2).
- Reinforced Concrete. (1) - (2).
- Metallic Constructions. (1) - (2).
- Properties and Strength of Materials. (1) - (2).
- Soil Mechanics and Foundations. (1) - (2).

This candidate has been asked upon the candidate's request:

RECTOR/DEAN

DEAN

(Date: Year, Month, Day, 1985/1986/1987)

3.17. Transcript Showing Fulfillment of Prerequisite Courses for the Master Degree in Engineering (Civil Engineering), Cairo University


FACULTY OF ENGINEERING
Department of Post Graduate Studies

To whom it may concern

This is to certify that applicant:

Date of birth: 11.11.1961.

Place of birth: El-Dokki, Egypt

Nationality: Egyptian

Is registered for the Master Degree in engineering field for the year: 31.10.1984.

Field of specialization: Mechanical Engineering.

He has completed successfully the following prerequisite courses in partial fulfillment for the degree:

- Computer Methods.
- Technical English language.
- Mathematics.
- Operation Research. (I).
- Mechanical System Design.
- Production Planning & Control.
- Engineering Economy.
- Project.
- General Rate

* 7,00002

This certificate has been issued upon the candidate's request.

APPROVED

DEAN

(Date: 1984, 1984, 1984, 1984)

3.18. Transcript Showing Fulfillment of Prerequisite Courses for the Master Degree in Engineering (Mechanical Engineering), Cairo University


FACULTY OF ENGINEERING
Department of Post Graduate Studies

To whom it may concern

This is to certify that applicant:

Date of birth: October 1962

Place of birth: Cairo, Egypt

Nationality: Egyptian

Is registered for the Master Degree in engineering field for the year: October 31, 1984

Field of specialization: Communications Engineering

He has completed successfully the following prerequisite courses in partial fulfillment for the degree:

- Information Theory.
- Digital Signal Processing.
- Pattern Recognition.
- Speech Processing.
- Image Processing.
- Computer Methods.
- Technical English Language.
- General Rate

Distinction

This certificate has been issued upon the candidate's request.

REGISTER

DEAN

(Date: 1984, 1984, 1984, 1984)

3.19. Transcript Showing Fulfillment of Prerequisite Courses for the Master Degree in Engineering (Communications Engineering), Cairo University

3.21. Transcript Showing Fulfillment of Prerequisite Postgraduate Courses for the Master of Science Degree



FACULTY OF SCIENCE

TO WHOM IT MAY CONCERN

This is to certify that

has attended and passed successfully the following post graduate courses as a partial fulfillment of the requirements of the degree of master of science. During the academic year: 1978 - 1979

1. QUANTUM FIELD THEORY
2. SOLID STATE THEORY
3. NON-EQUILIBRIUM STATISTICAL MECHANICS
4. MOLECULAR PHYSICS
5. MOLECULAR SPECTROSCOPY
6. SELECTED TOPICS (RELATIVITY - GROUP THEORY)
7. GERMAN LANGUAGE

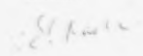
B.

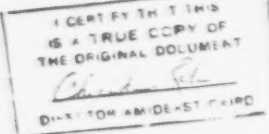
This Certificate is issued at his own request.

Date of birth : 5/12/1955
Place of birth : EL DOKKI

Controller

Dean



Cairo Univ. Press. 502-1980-1980 ed.

3.20. Certificate of Award of M.Sc. (Geology), Menoufia University



MENOUFIA UNIVERSITY
FACULTY OF SCIENCE

Date: 17/9/ 1984

CERTIFICATE

Name of Student: _____

Degree Awarded: M.Sc. (Geology)

Subject of Study: Geological and Hydrogeological Studies on the North Western Coast of Egypt.

Date of Birth: 17/10/1954

Date of Graduation: 14/12/1982

A. B.

This certificate is issued at the request of the student.

RECTOR

Dean






Appendix D

Sample Documents for Nonuniversity Postsecondary Institutions

HELMWAN UNIVERSITY
THE COLLEGE OF SOCIAL WORK
3 Kamal El-Deen Salah St.
Garden City, Cairo, Egypt.



CERTIFICATE

(To whom it may concern)

The College of Social Work certifies that Mrs.
has been awarded the degree of DIPLOMA OF
THE HIGHER STUDIES in Social Work (Medical Social Work)
with Grade (GOOD) in the academic year 1983/1984, to be
presented to whom it may concern.

The following are the grades she obtained

(1) Fundamentals of Medical Social Work	: Good
(2) Issues in Medical Social Work	: Excellent
(3) Case Work in Medical Settings	: Good
(4) Sociological Foundations of Medical Social Work :	: Very Good
(5) Psychological Foundations of Medical Social Work:	: Pass
(6) Social Change and Social Problems	: Pass

GENERAL ESTIMATION

: GOOD

This certificate is given to her according to her request
with no responsibility of the government toward any person
regarding what was mentioned in it.

REGISTRAR

Saad Attallah

HEAD OF THE DEPARTMENT

Kamal S. Salah

DEAN

Kamal S. Salah

جامعة حلوان

الراية العامة للدراسات العليا والبحوث

إدارة التسجيل والامتحانات

يصدق على صحة الختم تحت مسؤولية الكلية

الدكتور /



4.1. Transcript for Diploma of the Higher Studies in Social Work (Medical Social Work), Helwan University

Arab Republic of Egypt
Ministry of Higher Education
The Commercial Technical Institute At-EIrode

STATEMENT OF GRADES

Following is a statement of subjects studied and grades obtained by student in the first and second years of study.

First Year 1974-1975		Second Year (Diploma) Taxation Section, November Session 1976.	
Subject	Grade	Subject	Grade
Principles of Accountancy	Pass	Typing	Pass
Organization & Administration	(Good)	Taxation System in A.R.E.	Pass
Financial Mathematics	Pass	European Language & Translation	Pass
Arabic Secretaryship	Pass	Public Finance	V. Good
European Language	(Good)	Files Department	Pass
Typing	(Good)	Administrative Reserving Law	Pass
Law	(Good)	Personnel Affairs	Pass
Economics	Pass	Human & Public Relations	(Good)
Civics	Pass	Financial Law of Accounts & Stores	(Good)
General Estimate	Pass	Statistics & its Instruments	Pass
		Taxation Proceedings	Excellent
		Civics	Pass
		General Estimate	Pass
		Director (Signed)	

Arab Republic of Egypt
Ministry of Higher Education
The Commercial Technical Institute-Cairo

C E R T I F I C A T E

The Commercial Technical Institute hereby certifies that the Student _____ was awarded the Diploma, Taxation Section, November Session 1976, with general estimate (Pass), percentage 61.75 % and total of marks 741 marks.

Director
(Signed)

4.2. Transcript of Courses, Grades, and Diploma, Taxation Section, The Commercial-Technical Institute—Cairo

Ministry of Higher Education
The Higher Institute of Social Work - Cairo

STATEMENT OF GRADES

The Institute hereby certifies that /
awarded Bachelors Degree of Social Work June session, 1977 with general
estimate (PASS).

The following is a statement of Grades and Hours of Subjects studied
by the student during the under graduate years of study:

SUBJECT	GRADE	HOURS PER TERM
1st year 1972/1973		
Psychology	Good	4
Economics	Pass	4
Sociology	Pass	4
Mathematics and Statistics	Pass (73/74)	4
Health	Pass	4
Social Work	Good	4
Foreign Language	Good	4
Islamic Legislation	Pass	4
Political Science	Pass	4
Civics	Pass	4
GENERAL ESTIMATION	(--)	
2nd year 1973/1974		
Social Legislation	Very Good	4
Economic Development	Pass	4
Communication in Public Relation	Pass	4
Social Casework	Pass	4
Social Groupwork	Very Good	4
Community Organisation	Pass	4
Foreign Language	Good	4
Sociology	Good	4
Psychology	Pass	4
Statistics	Pass	4
Field Instruction	Very Good	4
Civics	Pass	4
GENERAL ESTIMATION	(PASS)	
3rd year 1974/1975		
Social Research	Good	4
Social Development	Pass	4
Foreign Language	Pass	4
Administration	Pass	4
Social Groupwork	Pass	4
Social Casework	Pass	4
Community Organisation	Good	4
Fields of Social Work	Pass	4
Field Instruction	Good	4
GENERAL ESTIMATION	(PASS)	
4th year 1976/1977		
Social Casework	Pass	4
Social Groupwork	Pass	4
Community Organisation	Pass	4
Social Planning	Pass	4
Administration of Social Agencies	Pass	4
Social Research	Pass	4
Public Relation	Pass	4
Seminar	Good	4
Field Instruction	Pass	4
GENERAL ESTIMATION	(PASS)	

DEAN
YUSUF HADWAN DARWAZ

4.3. Transcript for Bachelor's Degree of Social Work, the Higher Institute of Social Work—Cairo



ARAB MARITIME TRANSPORT ACADEMY

CADETS' PERMANENT RECORD

Reg. No. _____ Date of Issue: OCTOBER 1982

NAME _____ NATION _____

PLACE & DATE OF BIRTH: 21/7/1954

SPONSORING AUTH: ARAB FINE

QUALIFICATION: SECONDARY SCHOOL CERTIFICATE - 1979

HOME ADDRESS: P.O. BOX 238 DUBAI, U.A.E.

LEARNING SYSTEM: A. Session 1/yr — B. 3 year 1/yr — C. good, 2 yrs

D. long 1/yr — E. long 1/yr — F. long 1/yr — G. long 1/yr — H. long 1/yr

By: Teacher/Student

GRADUATION: B. ENG. IN MARINE ENGINEERING TECHNOLOGY

DATE: 10/4/1982 SECTION: MARINE ENGINEERING

G.P.A. 2.25

RESULT: VERY GOOD

Dep. Course No.	Descriptive Title	Gr. A	Gr. B	Gr. C	Gr. D	G.P.A.	Dep. Course No.	Descriptive Title	Gr. A	Gr. B	Gr. C	Gr. D	G.P.A.
	1 st TERM OCT. 81 - FEB. 82:												
AE 101	Engl. Lang. 1	5	A	20	5		ME 136	ENGINEERING DRAWING	2	A	8	2	
AM 105	Mathematics 1	3	A	12	3		ME 138	TECHNOLOGY	4	A	16	4	
AP 106	Physics 1	4	A	16	4		ME 140	ELECTRICAL ENGINEER	4	A	16	4	
ME 130	INTROD. TO ENG.	2	A	8	2		PE 002	PHYSICAL EDUCATION 2	5	A	2	5	
ME 135	Graphics	2	A	8	2		LS 002	LEADERSHIP 2	5	A	2	5	
NS 110	Journalism 1	2	B	6	2			FIRE FIGHTING					PASSED
MT 140	Intro. to MT	2	A	8	2			CUM. GRADE.....	21		64	21	4.00
PE 001	Physical Education	5	D	5	5			3 rd ND. TERM:	42		164	42	3.91
LS 001	LEADERSHIP 1	5	A	2	5			OCT. 82 - FEB. 83:					
	2 nd ND. TERM:	21		60	21	3.83		PHYSICS 2	3	A	12	3	
AE 102	ENGLISH LANGUAGE 2	3	A	12	3		AP 107	WORKSHOP TECHNOLOGY	3	B	6	3	
AM 106	MATHEMATICS 2	3	A	12	3		ME 232	STEAM GENERATORS	2	A	8	2	
AC 103	CHEMISTRY	2	A	8	2		ME 234	INTERNAL COMBUSTION	2	A	8	2	
ME 132	WORKSHOP TECHNOLOGY	2	A	8	2		ME 237	ENGINEER	2	A	8	2	
							ME 240	ELECTROTECHNOLOGY	4	A	16	4	
							ME 244	INSTRUMENTATION	2	B	6	2	
							ME 246	STRENGTH OF MATERIALS	3	B	9	3	
							PE 003	PHYSICAL EDUCATION 3	5	C	1	5	
							LS 003	LEADERSHIP 3	5	C	1	5	
							ME 236	MACHINE DRAWING	1	A	4	1	
								CUM. GRADE.....	21		73	20	3.47
									63		247	62	3.76

RECORD OF WORK AT A.M.T.A.										Cont'd					
NAME _____										STATION _____					
Exp Course No.	Descriptive Title	St. Ac.	Gr.	Pr.	St. Ac.	Gr.	St. Ac.	Gr.	Pr.	St. Ac.	Gr.	Pr.	St. Ac.	Gr.	Pr.
<u>8.7.</u> The grading system was changed starting OCT. 1965 - Feb. 1966 as follows: A = 100 B = 80 C = 60 D = 40 E = 20 A+ = 100 B+ = 85 C+ = 65 D+ = 45 E+ = 25															
<u>9 TH. TERM:</u> OCT. 65 - FEB. 66															
ME 448	MECHANICAL VIBRATIONS	3	A-		3										
ME 436	STEAM GENERATORS 2	3	C		3										
ME 453	AUTOMATIC CONTROL SYSTEMS 2	3	B+		3										
ME 435	MARINE INSTALLATIONS	2	B		2										
	MAINTENANCE PLANNING	2	B		2										
	COMPUTER APPLICATION	3	B		3										
ME 450	PROJECT	-	1		-										
	CUM. GRADE...	19			52	19				9.73					
		185			625	185				3.37					
<u>10 TH. TERM:</u> FEB. 66 - APRIL 66															
ME 450	PROJECT	5	A		5										
	CUM. GRADE...	5			60	5				4.00					
		190			645	190				3.29					
<u>3 RD. RATE REQUIREMENTS - APRIL 1966</u> -															
PASSED															
Notes: This is a true Copy of the student's Assessment Record, and is official when signed by the Registrar															
REGISTRAR _____															

Appendix E

Egyptian National University Faculties and Institutes, 1984-85

Cairo University (1908), Giza

1. Faculty of Arts (1908)
2. Faculty of Law (1925)
3. Faculty of Science (1925)
4. Faculty of Medicine (1925)
5. Faculty of Dentistry (1925)
6. Faculty of Pharmacy (1925)
7. Faculty of Commerce (1935)
8. Faculty of Engineering (1935)
9. Faculty of Agriculture (1935)
10. Faculty of Veterinary Medicine (1935)
11. Faculty of Dar El-Alum (1946)
12. Institute of African Studies and Research (1947)
13. Faculty of Economics and Political Science (1959)
14. Institute of Statistical Studies and Research (1962)
15. Higher Institute of Nursing (1964)
16. National Institute of Tumours (1969)
17. Faculty of Archeology (1971)
18. Faculty of Mass Communication (1971)
19. Higher Institute of Physiotherapy (1975)
20. Faculty of Education at Fayoum (1975)
21. Faculty of Commerce at Beni Sweif (1976)
22. Faculty of Agriculture at Fayoum (1976)
23. Faculty of Urban Planning (1978)
24. Faculty of Law at Beni Sweif (1981)
25. Faculty of Veterinary Medicine at Beni Sweif (1981)
26. Faculty of Engineering at Fayoum (1983)
27. Faculty of Science at Beni Sweif (1984)
28. Faculty of Social Science at Fayoum (1984)

Alexandria University (1942), Alexandria

1. Faculty of Arts (1938)
2. Faculty of Law (1938)
3. Faculty of Commerce (1942)
4. Faculty of Science (1942)
5. Faculty of Medicine (1942)
6. Faculty of Engineering (1942)
7. Faculty of Agriculture (1942)
8. Faculty of Dentistry (1945)
9. Faculty of Pharmacy (1948)
10. Higher Institute of Nursing (1955)
11. Higher Institute of Public Health (1963)
12. Faculty of Education (1966)
13. Institute of Medical Research (1971)

continued

14. Faculty of Veterinary Medicine at Edfina (1975)
15. Faculty of Education at Damanhour (1980)
16. Faculty of Tourism and Hotels (1983)
17. Institute of Graduate Studies and Research (1983)

Ain Shams University (1950), Cairo

1. Faculty of Medicine (1947)
2. Faculty of Arts (1950)
3. Faculty of Law (1950)
4. Faculty of Commerce (1950)
5. Faculty of Science (1950)
6. Faculty of Engineering (1950)
7. Faculty of Agriculture (1950)
8. Girls College for Arts, Science and Education (1956)
9. Faculty of Education (1966)
10. Faculty of Language (1973)
11. Higher Institute of Nursing (1981)
12. Higher Institute of Environmental Research (1984)
13. Higher Institute of Childhood (1981)

Assuit University (1957), Assuit

1. Faculty of Science (1957)
2. Faculty of Engineering (1957)
3. Faculty of Agriculture (1959)
4. Faculty of Medicine (1960)
5. Faculty of Veterinary Medicine (1961)
6. Faculty of Commerce (1963)
7. Faculty of Education at Assuit (1965)
8. Faculty of Pharmacy (1968)
9. Faculty of Education at Kena (1970)
10. Faculty of Education at Sohag (1971)
11. Faculty of Science at Kena (1973)
12. Faculty of Education at Aswan (1973)
13. Faculty of Law (1975)
14. Faculty of Science at Sohag (1975)
15. Faculty of Science at Aswan (1975)
16. Faculty of Arts at Sohag (1975)
17. Faculty of Arts at Kena (1977)
18. Faculty of Commerce at Sohag (1981)
19. Faculty of Physical Education for Men (1981)
20. Higher Institute of Nursing (1983)

Al-Azhar University (1961), Cairo

1. Faculty of Arabic Language at Cairo (1930)
2. Faculty of Legislature and Law at Cairo (1930)
3. Faculty of Fundamentals of Islamic Religion at Cairo (1940)
4. Faculty of Islamic Da'wa (Islamic Call) at Cairo
5. Faculty of Commerce at Cairo (1961)
6. Faculty of Islamic Studies at Cairo (1972-73)
7. Faculty of Engineering at Cairo (1964-65)
8. Faculty of Science at Cairo (1970)

9. Faculty of Agriculture at Cairo (1964)
10. Faculty of Education at Cairo (1964)
11. Faculty of Dentistry at Cairo
12. Faculty of Pharmacy at Cairo
13. Faculty of Medicine at Cairo (1964-65)
14. Faculty of Language and Translation at Cairo (1972-73)
15. Faculty of Arabic Language at Zagazig
16. Faculty of Fundamentals of Islamic Religion at Mansoura
17. Faculty of Arabic Language at Mansoura
18. Faculty of Fundamentals of Islamic Religion at Mansoura
19. Faculty of Arabic Language at Menoufiya
20. Faculty of Fundamentals of Islamic Religion at Menoufiya
21. Faculty of Legislature and Law at Tanta
22. Faculty of Fundamentals of Islamic Religion at Tanta
23. Faculty of Arabic Language at Behera
24. Faculty of Legislature and Law at Behera
25. Faculty of Islamic Language at Assuit (1972-73)
26. Faculty of Legislature and Law at Assuit (1972-73)
27. Faculty of Islamic Studies at Cairo

Women Faculties (Al-Azhar)

1. Faculty of Fundamentals of Islamic Religion at Cairo
2. Faculty of Islamic Studies at Cairo (1962)
3. Faculty of Commerce at Cairo
4. Faculty of Science at Cairo
5. Faculty of Medicine at Cairo
6. Faculty of Islamic Women at Assuit
7. Faculty of Islamic Studies at Sohag
8. Faculty of Islamic Studies at Alexandria

Tanta University (1972), Tanta

1. Faculty of Medicine (1962)
2. Faculty of Science (1969)
3. Faculty of Education (1969)
4. Faculty of Agriculture at Kafr El-Sheikh (1969)
5. Faculty of Commerce (1973)
6. Faculty of Dentistry (1973)
7. Faculty of Pharmacy (1973)
8. Faculty of Arts (1975)
9. Faculty of Education at Kafr El-Sheikh (1977)
10. Faculty of Law (1981)
11. Higher Institute of Nursing (1981)

Mansoura University (1972), Mansoura

1. Faculty of Medicine (1962)
2. Faculty of Science (1969)
3. Faculty of Education (1969)
4. Faculty of Pharmacy (1970)
5. Faculty of Law (1973)
6. Faculty of Commerce (1973)
7. Faculty of Engineering (1973)

continued

8. Faculty of Agriculture (1973)
9. Faculty of Dentistry (1976)
10. Faculty of Education at Damiat (1976)
11. Faculty of Arts (1980)
12. Faculty of Science at Damiat (1986)

Zagazig University (1974), Zagazig

1. Faculty of Commerce (1969)
2. Faculty of Agriculture (1969)
3. Faculty of Veterinary Medicine (1969)
4. Faculty of Medicine (1970)
5. Faculty of Education (1971)
6. Faculty of Science (1974)
7. Faculty of Arts (1975)
8. Faculty of Law (1975)
9. Faculty of Pharmacy (1975)
10. Faculty of Commerce at Benha (1976)
11. Faculty of Engineering at Shoubra (1976)
12. Faculty of Agriculture at Benha (1976)
13. Faculty of Education at Benha (1977)
14. Faculty of Engineering (1978)
15. Faculty of Medicine at Benha (1981)
16. Faculty of Science at Benha (1981)
17. Faculty of Arts at Benha (1981)
18. Faculty of Veterinary Medicine at Benha (1981)
19. Faculty of Physical Education for Men (1981)
20. Faculty of Physical Education for Women (1981)
21. Institute of Efficient Productivity (1981)
22. Higher Institute of Nursing (1985)

Helwan University (1975), Helwan

1. Faculty of Applied Arts (1912)
2. Faculty of Physical Education for Women at Cairo (1942)
3. Faculty of Arts Education (1943)
4. Faculty of Social Service (1951)
5. Faculty of Physical Education for Men at Cairo (1952)
6. Faculty of Physical Education for Men at Alexandria (1955)
7. Faculty of Physical Education for Women at Alexandria (1955)
8. Faculty of Fine Arts at Alexandria (1957)
9. Faculty of Engineering and Technology at Mattariya (1958)
10. Faculty of Agriculture (1959)
11. Faculty of Commerce and Business Administration (1960)
12. Faculty of Home Economics (1962)
13. Faculty of Engineering and Technology at Helwan (1963)
14. Faculty of Music Education (1964)
15. Faculty of Tourism and Hotels at Cairo (1968)
16. Faculty of Fine Arts at Cairo (1980)
17. Faculty of Education (1982)
18. Faculty of Science (1983)

Minia University (1976), Minia

1. Faculty of Agriculture (1969)
2. Faculty of Arts (1970)
3. Faculty of Science (1973)
4. Faculty of Education (1973)
5. Faculty of Engineering and Technology (1975)
6. Faculty of Physical Education for Men (1981)
7. Faculty of Fine Arts (1983)
8. Faculty of Arabic Studies (1983)
9. Faculty of Medicine (1984)

Menoufiya University (1976), Shebin El-Kom

1. Faculty of Agriculture (1969)
2. Faculty of Education (1973)
3. Faculty of Engineering and Technology at Shebin El-Kom (1975)
4. Faculty of Electronics at Menout (1975)
5. Faculty of Science (1977)
6. Faculty of Commerce (1981)
7. Faculty of Medicine (1984)
8. Faculty of Arts (1986)

Suez Canal University (1976), Ismailia

1. Faculty of Commerce at Port-Said (1975)
2. Faculty of Engineering and Technology at Port-Said (1975)
3. Faculty of Petroleum and Metallurgical Engineering at Suez (1975)
4. Faculty of Science (1977)

Glossary

<i>Bakalorus</i>	Bachelor's degree
<i>Darejeh</i>	Grade
<i>Diplom</i>	Diploma
<i>Doctor</i>	Doctoral degree
<i>Jamia</i>	University
<i>Kuttab</i>	Primary school—reading, writing, and the Koran
<i>Maahad</i>	Institute
<i>Maahad lali</i>	Higher Institute
<i>Maahad Motawasid</i>	Intermediate Institute
<i>Maahad Muallimin</i>	Teacher Institute
<i>Maahad Senaiya</i>	Industrial Institute
<i>Maahad Technologia</i>	Technical Institute
<i>Maahad Togoraiya</i>	Commercial Institute
<i>Maktaba</i>	Library
<i>Majiser</i>	Master's degree
<i>Medarris Dennaiya</i>	Religious schools
<i>Medarris Khousoosaiya</i>	Private schools
<i>Medarris Umoomaiya</i>	Public schools
<i>Medresseh</i>	School
<i>Medresseh Iadadaiya</i>	Preparatory school (basic school)
<i>Medresseh Ibtadaiya</i>	Primary school
<i>Medresseh Thanawiya</i>	Secondary school
<i>Shehadet</i>	Certificate
<i>Shehadet Al-Iadadaiya</i>	Basic or Preparatory Education Certificate
<i>Shehadet Al-Iadadaiya Al-Azharia</i>	Basic or Preparatory Education Certificate, Al-Azhar system
<i>Shehadet Al-Ibtadaiya</i>	Primary Education Certificate
<i>Shehadet Al-Ibtadaiya Al-Azharia</i>	Primary Education Certificate, Al-Azhar system
<i>Shehadet Thanawiya Al-Azharia</i>	Secondary Education Certificate, Al-Azhar system
<i>Shehadet Thanawiya Amma</i>	General Secondary Education Certificate
<i>Shehadet Thanawiya Senaiya</i>	Technical Secondary Education Certificate—Industry
<i>Shehadet Thanawiya Togaraiya</i>	Technical Secondary Education Certificate—Commerce
<i>Shehadet Thanawiya Zeraiya</i>	Technical Secondary Education Certificate—Agriculture

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